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A FIELD STUDY IN JUVENILE DELINQUENCY:
REALITY AND ITS PERCEPTION BY INSTITU-
TIONALIZED INMATES OF A STATE TRAINING
SCHOOL FOR GIRLS.

The University of Oklahoma, Ph.D., 1964
Social Psychology

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EARNESTINE BEATRICE SPEARS BEATTY

1964

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A FIELD STUDY IN JUVENILE DELINQUENCY: REALITY AND ITS
PERCEPTION BY INSTITUTIONALIZED INMATES OF A
STATE TRAINING SCHOOL FOR GIRLS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
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Norman, Oklahoma

1964

A FIELD STUDY IN JUVENILE DELINQUENCY: REALITY AND ITS
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STATE TRAINING SCHOOL FOR GIRLS

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ACKNOWLEDGMENTS

It is with a deep sense of gratitude for their infinite patience that the writer dedicates this work to her two daughters, Veronica Lynn and Cheryl Anne.

A sincere thank you is extended to the investigator's major professor and advisor, Dr. Percy T. Teska. His dedication to the field of special education and to research in the behavioural sciences has been an inspiration to this writer. To the members of her committee whose understanding and timely advice was so helpful, the writer extends a warm debt of gratitude: Dr. William B. Ragan, Miss Ruth Ethel Elder, and Dr. William G. Monahan.

Without the cooperative assistance of Mr. L. E. Rader, Director of Public Welfare, State of Oklahoma, Mrs. Ruby Stanback, Superintendent of the Girls Training School Division of Taft State Home, Taft, Oklahoma, and of the individual staff members of the school, this dissertation would not have been possible. A special debt of gratitude

is extended to each girl at the training school.

The assistance of Mrs. Ruth Fell in structural analysis and of Mr. Herbert Hyde in editing is humbly acknowledged.

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A FIELD STUDY IN JUVENILE DELINQUENCY: REALITY AND ITS
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CHAPTER I

INTRODUCTION

Juvenile delinquency is a serious concern of modern sociologists, psychologists, educators and the lay public. The rising cost of public detention, social disintegration and the dollar-cents portion of social services are all results of this problem. What causes delinquency? Before our present trend toward family counseling and child guidance clinics, we popularized the single-cause theory. We attributed delinquency to physical traits or defects, to disease, to mental defectiveness, to "bad" companions, to "bad" habits, to lack of play facilities and to similar socio-economic causes, and to degenerate personality.

Unfortunately, Lombroso,¹ who opened many doors for our present social scientists, threw us back centuries with his theory that human physical structure is all important for social functioning. Later our causation hypotheses moved to problems of growing up--for example, the theory that diseases affect the moral faculty of a child, this moral faculty emerging from a moral center, the brain. Then we progressed through "bad" habits, such as sexual activity, premarital or extramarital, from poverty, and from lack of prestige in the community. All of these have been singled out as the causes delinquency.

Today, through the Gestalt theory, we try to evaluate many causal factors. We are concerned with the whole child--with all his strengths, his weaknesses, his social adjustments, as well as his educational attainment and his vocational interests. As we have progressed in scientific methodology, we have learned to use the concept of cause only in denoting functional relationship among observed factors. Psychometric measures have been utilized to explore the individual's mental make-up for insights as well as for general

¹Cesare Lombroso (1836-1909). An Italian physician, psychiatrist, and criminologist who held that a criminal represents a distinct anthropological type with definite physical and mental traits.

intelligence. Therapists look for talents and handicaps to be utilized in terms of rehabilitation. One makes projections of the individual's actions through personality scales. The researcher considers the social milieu, the physical features of the home, the behavior and feelings of members of the family toward one another. We look into the neighborhood conditions. And still the problem of juvenile social deviates persists.

At present, multi-million-dollar plants are being built in the United States to rehabilitate social deviates. Grants for long-term research projects in the field of delinquency are being awarded annually. Agencies are working with adolescents whose anti-social behavior in the past has resulted in at least two police contacts. Numerous projects are now under way to discover possible relationship of "school-drop-outs" to school curriculum. In major cities, special education classes for slow learners, for the educable and trainable retarded, and for the emotionally disturbed are being established as the answer to the rising cost of social neglect.

While it is certain that these programs are touching the heart of the problem of some social deviates, others will never benefit from them because of institutionalization. The

cost of providing for these institutional inmates is increasing. State legislatures are reluctant to provide additional funds to hire qualified counselors and supervisors sensitive to the needs of these younger members of our society. Although it is probable that objective studies of the problem have not been exhausted, a relatively new approach is being suggested--the child's view--his own perspective as to what has happened to him. How does he feel about the situation in which he finds himself? What does he think can be done about it? What would have prevented his being committed to the institution? Reality for him is that he is confined, restricted to a small area of the universe. There appears to be a glimmer of knowledge available in answers to the above questions.

Delinquency Defined

It is difficult to find a definition of the word delinquency which is inclusive and also clear. In some instances, as in the state of Illinois, the child does not have to commit an illegal action. He can, according to this statute, use obscene language at the schoolhouse. The National Probation and Parole Association, which is the policy making body for law enforcement officers, considers

the delinquent from three aspects: a child who violated a law; a child who is uncontrollable by his parents, guardian, or custodian; and a child who is potentially injurious to himself or to others.

For purposes of this study, a juvenile delinquent is a female child eleven through seventeen years of age who has been remanded to detention at the Girls State Training School Division of the Taft State Home, Taft, Oklahoma by an approved agency of legal authority.

Because of changing methods of statistical formulation and of human adaptation, we are not even sure whether delinquency is rising, but we can say that it is costly.

Our present task is to find what perceptions of reality these girls had in their delinquency. What are the characteristics of these delinquents? What were factors which contributed to their delinquency? The data encountered in this study indicate positive approaches for future study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Juvenile delinquency is not a modern concept for Rousseau wrote *Émile* as a treatise on child behavior and its observation (translation by E. Worthington, 1891). Availability of statistics has made us more aware of its importance and it is now a serious concern of modern sociologists, psychologists, educators and the lay public.

Since child crime and adult crime were more or less synonymous in the early growth of our country, references to juvenile delinquency have appeared as criminology. Little specific research is found in print before the year 1914, but during the years immediately following, a rash of notable works appeared. Significant are Healy's The Individual Delinquent (1913), The Yearbook of the National Probation Association (1915), The Journal of Delinquency (1916), and Mental Hygiene (1917).

Giving impetus to the study of behavior was the rapid application of mental tests and intelligence scales popularized in Binet's scale and the Army Alpha and Beta Tests. Adler (1917) analyzed the implications of the term "defective delinquent" as found in Massachusetts Law, Chapter 959, Acts of 1911. Under such statutes as these an individual was to be considered mentally defective if he persistently violated regulations or acted in an unusually offensive manner. (Note that delinquency and mental deficiency are used synonymously.)

Aitkin (1916) noted increases in juvenile offenses following inefficient parent control, lack of adequate teachers, and motion pictures depicting crime and violence.

Bronner (1914) made a study on the proportion of mental defectives among delinquents and concluded that studies of inmates in institutions likewise refer to groups that are highly selected. References between 1897 and 1916 are in general an attempt to link crime and mental ability. In 1916, Crafts listed 210 titles dealing with the relationship between feeble-mindedness and crime, most of them from English and German sources, and in 1917 he published a succession of his own articles on mental defectives and delinquency.

Still the one-factor causation theories persisted.

In 1919, however, Payne made an appeal for vocational schools to prevent delinquency, and new methodology began to appear.

During the 1930's and 1940's, the use of controlled groups and experimental design became popular. Noteworthy examples are Robert P. Daniel's study of personality differences between delinquent and non-delinquent boys (1932) and Clarke's study of character traits of delinquents and normal children (1934). In 1938, George Chatfield, writing for the New York Board of Education, made a study of psychological and sociological implications of maladjustment and delinquency. He dealt with problems of the delinquent as they affected the school and outlined school procedures and attitudes which contribute to dissatisfaction among juveniles. Among the items mentioned were effects of failures, the importance of reading, and unsatisfactory classroom methods.

The Big Brother and Big Sister method of working with pre-delinquents was reported in 1934 by Bowler. These are only intimations of the various types of groups, named in research, but no significant co-ordination of method and precision of technique was utilized among persons studying the delinquent.

Multiple causation and the Gestalt theory of personality have assumed increasing importance in the research on

delinquency. The significance of emotional factors was dealt with as early as 1927 by Overholser, who stressed the abandonment of punishment and suggested psychiatric supervision. In 1935, Olson dealt with behavior as a function of the situation, and in 1940, Foxe opened a door to further psychoanalysis as a methodology in writing on "Freud's Contribution to an Understanding of Delinquency." He deemed Freud's concepts of unconscious repression, the Oedipus complex, need for punishment, feeling of guilt, etc., to be important in understanding delinquency.

The case-study approach, while not new, is undeveloped in all its possibilities for working with the problems of anti-social children. There are too few collaborations and too little defining of terms. This approach has, however, lent a shift in emphasis away from the confirmed delinquent to the pre-delinquent or the possible offender.

Jameson (1938) attempted to get the co-operation of delinquent girls in planning the study of their delinquency. Each girl wrote her own life history and submitted to an administered questionnaire. In 1944, Jastak made psychometric examination of 100 delinquent boys and girls. He revealed that they were of average intelligence, but that their mental efficiency was far below their mental capacity.

He found that delinquents tended to be socially immature and educationally retarded.

In making a plea for understanding the juvenile, Lander (1954) suggested that social disorganization, rather than economic conditions alone, contributed to delinquency. He drew his conclusions from factor analysis of relationships between certain socio-economic indices and delinquency.

For Negroes in particular, Johnson (1941) found an absence of emotional security which resulted mainly from conflicts in areas of status and occupation; his studies concerned the effects on adolescents of growing up in the "Black Belt" of the South. More specifically, Deutcher (1948) said that consequences of inferiority feelings include shame and embarrassment and the negative emotions of hostility and fear. McLean (1949) reflected that the self-reference is apparently appropriate to disturbed individuals, but would be fallacious in generalizations to Negroes as a whole.

The child's world is one where he learns the meanings of things. He learns what is expected of him. If these expectations and goals are attainable, he is motivated to achieve. If they are not attainable, anti-social behavior may appear. Goff (1963) writes "that . . . neglect of the

fundamental features of growth and of social and emotional problems, together with the setting of goals unrelated to basic pupil needs, result in an unhealthy psychological state, resistance to learning, and a conflict in pupil-pupil, as well as in teacher-pupil relationship" (p. 147).

Although delinquency in America is often a reaction against the so-called middle-class structure, argument for the "culture-conflict" concept appears to be gaining ground, as witnessed by the high crime rate for the Puerto Rican immigrants in eastern cities, but here again, the ecological concept of slum-type delinquency is apparent. With no job training and a lack of formal education, the immigrant does, indeed belong to a poor group.

Cohen (1955) explains in his "gang culture" conceptualization that the middle-class way of living conflicts with the working-class way of living. He points out that children, whose abilities are below normal, find difficulties in achieving the middle-class roles. Finding his ambitions thwarted, the child resorts to more spontaneous and aggressive behavior in the streets. He builds a world of his own, his values are of his world. This, according to Cohen, is the delinquent's solution to his frustrating problems. The solutions to his problems appear to be aligned with his

self-concept in relation to reality. The working core of this investigation is: What does the juvenile offender think of himself?

It is difficult to report a descriptive study. Justification of a discrete analysis of the data may be found in the over-all picture of juvenile delinquency. The research in the field, although vast, has not been adequately delineated. Therefore, each related piece of research is evidence of a further ray of hope for understanding problems surrounding deviate behavior.

Harriet Wilson (1962) found that children in problem families do not possess any unique personality traits. The main disabling factor was found to be the social isolation to which these families were subjected.

Mannheim (1948) found in an English study that delinquents were from the poorer classes of the community.

Wootton (1959) examined twenty-one criminal cases in Sweden, Great Britain and the United States and concluded that most criminals are from lower classes. Other social scientists as early as Burt (1925) have drawn similar conclusions. We are, it seems, no closer in 1964 to understanding the cohesions between the obvious correlations of delinquency and being poor. This is more confusing to us when we

examine the middle- and upper-class juveniles who display criminal behavior. Psychologists and psychiatrists find that certain symptoms are related to the "class" of these youth, just as certain forms of delinquency are related to the "lower classes."

A census of delinquents tends to be misleading because some offenders are never enumerated. Thus on the negative side we are sidetracked by lack of thoroughness.

Reckless (1928) suggested that research should examine the life, personality and social adjustment of the child and that the test of validity would not come from exactness and research, but through the individual case-study, where the focus is on the individual child. It was suggested that both objective and subjective data are needed.

While it cannot be affirmed that the method of investigation utilized in this study will be a complete diagnostic process governing rehabilitation of young social deviates, it is certain to give their views as they have related them.

CHAPTER III

STATEMENT OF THE PROBLEM

Need for the Study and Rationale

Needs common to all children are to have emotional security, to be loved, to be worthy in a group, to feel worthy in their own estimate, to be accepted by their peers, to have knowledge of their assets and their limitations, to develop self-control, and to have effective social relations. These needs represent the psychological maxim of continuing interaction between the human organism and its environment. Moreover, they are necessary tools through which the individual maintains balanced adjustment with his surroundings.

No facet of a child's personality functions in isolation from other parts of his "unitary whole." It can be assumed that how the individual adolescent perceives his environment, initiates reactions to the human element therein, and adapts his responses and behavior patterns to the attitudes of others, are acts of his personality make-up.

Learning standards set by schools are not always adjusted to the individual child. A pupil who is incapable of meeting these standards will face a barrage of problems, including rejection. Using the then new sociometric instruments and other psychometric measures, Johnson (1950) studied social position of mentally retarded children in regular classrooms, grades one to five. He found their social quotient to be significantly lower than the typical normal group. They were less accepted in their classes and more rejected than the normal children. Johnson observed that the cause of their rejection was not poor academic achievement, nor was it that they were below average. They tended to be rejected for "various kinds of compensatory behavior," such as bullying, fighting, misbehaving, showing off, swearing, lying, cheating, etc. He assumes that these may have been results of inability to compete in school and in intellectual situations.

Mental retardation may remain undetected until the child has advanced in school, a revelation made by Abel and Kinder as early as 1942. Constant failure was presumed to have affected the personalities of the children studied. Mental retardation may affect the functioning of the individual in all situations, for the retarded child is

continually exposed to intellectual competition, in which he always loses. Failure in this type of competition can have disastrous effects on his adjustment and personality. He may display avoidance reactions and motivational blocks; negative attitudes which can affect his social acceptability appear. Faced with a need to bolster his ego, he may turn to socially deviate modes of behavior.

The pseudo-retardate was identified in 1898 by Sully, who found that children classified as mentally retarded were not suffering from an in-born condition, but from a remedial or education retardation. There appears to be a problem, however, in the relationship between maladjustment and school subjects. Children who are allegedly retarded academically may be the victims of emotional frustrations. These maladjustments could be the roots of the mental failure, but our most commonly used intelligence scales do not differentiate between emotionally caused retardation and retardation which results from hereditary forces or from injury.

In a study by Lurie (1935), incorrigibility and delinquency characterized the 1,000 mentally retarded boys and girls in the sample. These were all referees to a child-guidance clinic. It was noted that school failure began around the fourth year and appeared to coincide with the

onset of aggressiveness and anti-social behavior.

With the problems of "school drop-out" headlining educational news, it seems a suitable approach to study the views of those already out of local public schools because of conflicts with the society which controls the school system. Further precedent for this part of the study can easily be found in a study by Mangan and Shafer (1962), who interviewed 101 children in grades five to eight, public, parochial and private schools. The children were asked to give their views on the seriousness of different types of behavior. The children tended to acquire the attitudes of their teachers toward certain behavioral types, indicating the importance of the school in shaping ideas. These same attitudes were observed to be retained by the children through college.

What, then, are some of the factors which stay at the conscious level of the child's perception? What does the training school inmate see the circumstances to be which placed her in confinement? If while ascertaining her perceptivity we can recognize deviations from or substantiation of reality, it appears likely that guidance toward rehabilitation has a greater chance of success.

Purpose and Scope of the Study

Delinquency, like adult criminality, is a result of combinations of symptoms which produce anti-social behavior. Neurotic preoccupations, psychotic states of maladjustment, mental retardation, and organic disturbances are all present in varying numbers within the sociological diagnosis delinquency.

This study attempted to approach delinquency from both the psychological and sociological aspects. The individual's motivating drives and her concept of the circumstances which placed her in detention were important.

The purpose of this study was to investigate data involving inmates of a Girls Training School (N = 48), a correctional institution for Negro girls, ages 11-17 years, who have been adjudged delinquents in the Courts. The institution is currently operated under the Oklahoma State Board of Public Welfare with an appointive superintendent.

More specifically, the investigator was to classify the reasons the inmates themselves gave as to their confinement. These were to be compared with the reasons of record. It was assumed that the conclusions drawn by the girls would in some instances not be in keeping with the reality of the situation. It was further expected that similar subjective

reasons would be given by most of the girls. The common elements in their logic could conceivably yield grounds for future experimentation with institution referrals. Reality bound or not, the problem is for these girls as they see it. The child reacts to the immediate situation in terms of her personal needs, and these are spelled out by her over-all perception of reality.

From an original schedule administered to each girl, commonality, or the lack thereof, of school-home experiences and/or parentage was expected to yield substantiating research information for use in public-school counseling. The institution was to be made the site of a field study in delinquency.

The fact that all of these girls are Negro is an intriguing factor not to be ignored. Further insight into behavioristic problems due in part to or encouraged by belonging to a minority sub-culture was expected. Clinicians have shown the importance which the role of self-acceptance plays in a person's reaction to his social environment. This particular research is pertinent to both education and to the particular division of special education. The relationship a child enjoys in the group is partly determined by whether he feels he is a member of the group.

It is generally accepted that delinquents, as a group, have less school success than do their non-delinquent peers. If the delinquent finds school life frustrating and ego-deflating, if school atmosphere is undesirable to him, returning to this same environment would tend to produce a negative reaction. He would be re-entering an environment which produced the socially deviate behavior in the first place.

A second aspect of the problem involves the assumption that the mentally retarded child occupies a liberal percentage of the institutional population. The mentally retarded child is unable to think in highly abstract terms. Because his mentality is not sufficiently developed to grasp fundamental concepts of acceptable and unacceptable behavior, the mentally handicapped child may know an act is morally wrong and yet be led into accompanying an acquaintance in the commitment of said act. The environment, coupled with aggressive companions, could play havoc with a young retardate's will. Already frustrated from failure in school experiences, he could seek involvement in a more accepting society of his own choosing. Is this evidenced in the Taft institution? To answer this question, it was necessary to determine the numerical relationship of the retarded child

to the whole institution. This was done by the administration of standardized intelligence scales. During the six months prior to the formal interview, a few girls had been administered test batteries: The Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, or the 1960 Revision of the Stanford-Binet, along with the Machover, H-T-P and other projective techniques. For those not having these data on record, the Kent Emergency Scale D was administered.¹

Ultimately the goal was to have revealed pertinent objective and subjective (on the part of the inmates) knowledge which would complement research studies now being made by private agencies and public schools. It was desired that this investigation would serve as a pilot project for a more extensive future design which will use paired controls from public-school settings.

It was expected that more insights would be gained into the way adolescents see themselves and the complex world around them.

An importance, therefore, of this study lies in the opening of another door to lay researchers, one utilizing a

¹The Kent Series of Scales is a series of simple questions given orally, providing the clinician with a quick estimate of mental ability.

technique of free-associative interviewing. A simple instrument of interviewing, used daily in non-scientific structured environs, can be used in counseling juveniles. The essence of the instrument is not only in what is said on the schedule (the type of data to be considered), but also involves the technique by which it is used.

Assumptions

For the purpose of this investigation, we accepted the following tentative postulates:

1. That juvenile offenders in the Girls Training School have distorted views concerning what has happened to them, and that these views will not be in keeping with the reality of the situation as indicated by formal charges.

2. That similar subjective reasons would be given by the girls as to their offenses.

3. That the majority of delinquents in this institution would have had difficulties in school prior to entering the institution.

4. That the retarded child--socially (pseudo-) or mentally defective--occupied a liberal percentage of the institutional population.²

²No attempt was made to differentiate between pseudo-retardates and mental defectives for purposes of this study. The functional effects are essentially the same.

Sources of Data

Sources of information for this field study were of five origins:

1. The situational and projectional information derived from the unstructured nature of the interview.
2. Direct observation of verbal behavior in the process of the individual girl's responses.
3. A careful and extensive survey of all relevant documents available at the institution. (This survey was made prior to beginning the personal interviews in order to avoid duplication of information. It was also felt that this procedure would give further insight into methods of approaching rapport with the individual girl, as well as point out certain probable difficult areas in the course of an interview.)
4. The U.S. Bureau of Census, for population figures concerning the individual child's residential area.
5. Collaborative materials and collateral readings from current and prior research (see Bibliography).

CHAPTER IV

PROCEDURAL FORMULAE

Aside from the basic literary research, the bulk of the present study was done on the premises of the Girls Training School Division of the Taft State Home, Taft, Oklahoma. Before beginning the research, it was necessary to get approval and permission from the Director of the Oklahoma State Department of Public Welfare.

The actual work of the study was the administration of an original schedule of questions. This schedule was administered individually to each girl by the examiner. The procedure for deriving answers was a casual interview, subtly motivated at points by the research worker to make possible inclusion of answers to all items on the schedule. It was important that a high degree of rapport be established with the inmates in order that they would "freely associate" with the examiner. Upon the degree to which this was possible would the validity of the answers depend.

The examiner was to use only such stimulus statements as "Tell me about . . . (home, father, mother)," or "Was there any particular . . . ?" At the end of the interview, should any questions be left unanswered, the examiner requested these answers.

Criteria for Selection of the Instrument

Although the current trend in experimental research is toward paired controls and although this research procedure is by far superior to the individualized field study or the case-history tangents of yesteryear, there remains a vast amount of untapped data available in the verbal responses of a juvenile offender.

Educators are aware that our world requires a more versatile human being who is ready to cope with an affluent society. The classroom teacher admits his pedagogy may have influence on every aspect of his pupils' existence. But still, there is an inescapable doubt as to why a child utilizes certain types of information and throws away other kinds. It appears difficult for us to discard that one crutch which closes the circuit of understanding between pupil and supervisor--that of a single cause or blame for every action.

The juvenile offender has some answers in his conscious and subconscious reactions to outside stimuli, and in his lack of adjustment to the social strata in which he finds himself. The feat is to help him give these answers. It is obvious, as psychoanalysts have known for years, that his responses to structured questions may be only answers. These are partially derived by inhibitions, by taboos, by the desire to be liked by an examiner, by the desire for approval, and ultimately by the desire to be accepted.

In this study, acceptance appeared to be the key word in establishing rapport and thus in getting more than just answers, for acceptance meant that the examiner passed no judgment on past or present action, yet instead was willing to listen attentively and with rapt understanding for as long as was necessary.

Any instrument used would have to be a guide and only a guide for scientific recording of data. The slightest adjucation of a question or the slightest assent or dissent to a statement by the interviewer could swerve the voluntary discussion on the part of the juvenile to a bid for acceptance or to withdrawal due to a feeling of rejection.

The futility of delineating comparability in such classifications as wishes, desires and subjective interests

was recognized. Human behavior is attributable to numerous assumed factors. These classifications, therefore, were minimized in the schedule.

The schedule administered was as original as could be prepared after consulting every available reference and detailing that collection of words which was needed in eliciting the desired information.

Studies have been made to enlighten the professional public and the lay researcher concerning relative statistics on the descriptive nature of delinquents. It will be noted that such information is at a minimum in the schedule (see Appendix I). The sole purpose of any of the "case history" type of questions was to give the examiner a clearer picture of the individual juvenile offender and to aid in establishing rapport. The answers to these questions also gave collaborative data for the psychological substance of the report. This substance in essence is why the child feels she is confined in the institution and what could have kept her out. What can the institution, in its rehabilitation and therapy treatment program, do to prevent her return? Rationale for these questions has already been established; other areas of the schedule will serve to enhance our understanding of juvenile offenders.

The Instruments

The schedule was selected as a working instrument because of its proclivity for allowing unexpected answers. Indeterminateness was made a goal from the outset in response expectation. This method offered comparably little chance for projecting the supposed feelings of an examiner toward a response. Relieved of this restraint process, the examiner was able to extend her powers of observation. The schedule was a constant reminder of response items, and it insured continuity of data recording in all the cases--performing all this while deleting the responsibility for memorizing observed factors. The reliability of conclusions based on the data was, therefore, increased, while subjectivity on the part of the researcher was lessened. A schedule of this sort also lends itself to repetition and verification, and in its objectivity, a standardization of observations by other qualified examiners is enhanced.

The schedule initiates questions which must be answered for treatment by analysis, but does not imply that these same questions must be asked. To the contrary, it was specifically necessary that the examiner utilize all professional competence to free the individual inmates of inhibitions toward free conversation with adults.

It may be seen from the above that any complexities in the administration of such an obviously simple instrument arise in the personal ability of the individual technician to establish rapport and in the competent usage of the instrument by the technician.

The schedule was utilized in two parts: one which used data from the documentary source; the other for information directly derived from the juvenile. Certain items, thought necessary at the outset, were deleted or rephrased because of inaccessibility or lack of availability of data.

Through actual use of the schedule, it was found that other items were not being answered in the process of the interview without direct questioning. These have been incorporated into other parts of the schedule. The final schedule (see Appendix I) appropriates all such changes.

The Subjects

Subjects for this study are inmates of a State Training School for Girls in Oklahoma (N = 48). Juvenile offenders in this particular institution were chosen because even as a selected ethnic group, they still represented all sections of the state.

The girls were all confined as adjudged juvenile

delinquents and therefore, for purposes of this study, are considered so. Ages of the inmates ranged from 11 years, 2 months, to 17 years, 8 months, at time of detention.

A probability of "sampling error" for the population is nil. The interviews represent technically a 100 per cent census--technically because the turnover averages from two to three girls a month and a cut-off date was necessary (in this study, the cut-off date was January 1, 1964). Seven girls were released before completion of the data-collecting, and these were deleted from the study. The total working population remains, for this study, a total of forty-eight.

Establishing Rapport

Establishing rapport with teenage inmates of a state institution for delinquent girls was expected to be somewhat of a problem. Their habitual distrust of authority, their fear of being labeled retarded or insane--both were disadvantageous to research on the premises. The examiner, therefore, spent two and one-half days browsing through institutional records, eating mid-day meal with the staff in the one combined dining room and in a general sizing up of the girls unobtrusively. A smile would be given a girl if her eyes met the examiner; another might be asked to help carry

a sheaf of papers. On one occasion the examiner engaged a couple of apparently withdrawn inmates in a game of table tennis, instructing them cautiously in how to win. Thus, when at the end of this time the superintendent introduced the researcher, each girl competed with others to be first "to talk." No falsifications were given. The examiner explained to the group the purpose of the research in lay terms and answered any questions truthfully, if candidly.

Although a generalized mistrust of psychologists and psychiatrists in particular was evident, it was felt that such mistrust was in part derived from proximity to a state hospital for the mentally ill. Some girls also had been hospitalized for observation prior to their commitment to the institution for delinquent girls.

Administration of the Schedule

The interviews were held in a small reception room near the entrance of the main building. The room was well-lighted, adequately ventilated, and relatively free from the disturbing influences of traffic, changing classes, or preparation of meals. Some of the interviews were, of necessity, held at night, since a number of the population were transferred to public school during the day. There was

also an extension of the public school on the main campus, with regular teachers and a principal. In all, a total of 168 hours were spent in interviewing and cross-checking documents on the girls, with an additional 60 hours utilized in administering intelligence scales. While the obtaining of an intelligence quotient was not essential to the main instrument, it was felt to be a needed verification of existing assumptions and to give a clearer picture of the institution enrollment. At the request of the administration and of some of the girls, personally, additional time not connected with the writing of this study was spent in talking with the girls.

When a girl entered the room, no attempt was made to direct where she should sit; rather, she was let alone to decide where she would feel most comfortable. Since the examiner now knew each girl by name, no formal introduction was necessary. The examiner re-stated a "canned" research need and asked if the child had any questions she wished clarified. The usual inquiry was, "Are you a psychologist?" In tabulating such questions asked, two of every three girls required this assurance. The examiner explained that she was a researcher who hoped to understand other girls similarly situated.

Recording of the Data

Certain errors have been eliminated as a result of the population and technique used. These will be cited here and then ignored. Since the complete population of the institution was used, no sampling error may exist. Assuming court records to be accurate, no factor of differences of opinions of informants is considered. The error which could occur from different interviewers is nil, since only one interviewer was used. Errors due to different scorers are eliminated because one researcher performed the scoring. Schedule error is eliminated because an unstructured interview technique was utilized.

A problem of validity may be implied to some extent in that there are no comparative non-delinquents in this study. The reporting herein is one of analysis and treatment of derived data. Inferences from tabular summaries are employed in the summary and conclusions. The researcher is aware of the current trend toward paired groupings in research. The intent of this research study, however, was to discover more insights into the juvenile girl offender by a field study at the institution.

The criteria for tables is based solely on exhibiting the data more clearly and quickly. While statistical

inference may be drawn from any supposition correctly derived, one is cautioned in doing so. Although the sample is, technically, a complete population of an institution, the relative minuteness of the number and the cohesiveness of racial background of the subjects proffers an analytical interpretation of the data as a more adequate approach. This, together with a summary of the clues to future study, may be its most useful function.

CHAPTER V

RESULTS

Descriptive Analysis

Of the 48 girls who make up the total population of this investigation, only two refused psychometric evaluation. One declined to answer direct questions and was reticent within the interview itself. She loosened up at the end of the conversation, but the rapport established at that point came too late to be effective. The establishing of rapport itself came as quite a surprise to the investigator. It had been expected that most of the girls would resent an "outsider," particularly an outsider who utilized psychological techniques. This was not the case. The investigation was accepted, apparently enthusiastically, from the inmates and the supervisors themselves.

The wish to "talk" was often so overwhelming that the girls would literally use devious means to be interviewed ahead of an acquaintance. From empirical experience and

from a sense of meaning from each girl, the investigator was impressed with their individual need to be heard--to have someone actually listen to what they said, not how they said it. It was apparent that they sensed in the study a desire to understand them and others similarly situated. This was further evident in the "chats" to which the researcher was exposed during meal breaks or from drop-in callers between interviews. At times, the examiner felt she was at the same instant chaplain, counselor, psychologist, physician, and crystal-ball gazer.

It is for this reason that time was spent in just listening or "passing the time of day" whenever a girl desired. The need for a female counselor free of the authority-figure stereotype and available to the girls by their request is needed. Most of the girls (80 per cent) look on their housemothers with the same hostility as they did their significant female figures prior to entering the institution. They keep a reserved psychological distance between them. At all times is the matron an "authority-figure" first. Having rejected authority on the outside, nothing has changed their concepts on the inside. As one girl put it, "Why does she always have to be right?"

Of the total number of girls confined at the State

Institution, 33 (or 69 per cent) came from the two most urban and most heavily populated areas in the state--Oklahoma City and Tulsa (see Table 1). Twenty girls were adjudged delinquents in Oklahoma City alone, with 12 girls from Tulsa. Figures indicate that almost half of the girls interviewed came from the most urban, the most heavily populated city in the state, Oklahoma City. All other county sites, save that of Tulsa (12), contributed one or two girls, respectively.

TABLE 1

COUNTY OF RESIDENCE OF JUVENILE OFFENDERS
AT TIME OF INCARCERATION

| County* | Number of Juveniles |
|---------------------------|------------------------|
| Oklahoma | 21 |
| Tulsa | 12 |
| Creek | 2 |
| Garfield | 2 |
| Jackson | 2 |
| Logan | 2 |
| Okmulgee | 2 |
| Blaine | 1 |
| Comanche | 1 |
| Muskogee | 1 |
| Okfusgee | 1 |
| McCurtain | 1 |
| Total Number of Juveniles | 48 |

*Number of Counties represented = 12.

Family Background

While most of the institution records indicate the age of the parents, in some instances this information was not available to the examiner. When possible, these ages were elicited from the girls themselves. The median age of the girls' female guardians (N=37) was 38.8 years with a range of from 20 years, the youngest, through 72 years for the oldest (note Table 2).

TABLE 2
AGE OF FEMALE GUARDIANS
(N = 37)

| Age Distribution in Years | Number of Guardians |
|------------------------------|------------------------|
| 20 - 29 | 4 |
| 30 - 39 | 19 |
| 40 - 49 | 10 |
| 50 - 59 | 2 |
| 60 - 69 | 1 |
| 70 - 79 | 1 |

N = 37; M = 38.8 years; R = 20 - 72 years of age.

The average known age of the male guardians (N=8) was 39½ years, covering a range of from 24, the youngest, through 44 years for the oldest (Table 3).

TABLE 3

KNOWN AGE OF EIGHT MALE GUARDIANS
(in years)

56

44

43

40

38

35

34

24

$N = 8$; $A = 39.25$ years of age.

Twenty-two (or a little less than half) of the girls lived with their mother alone. Seven of the girls lived with their stepfathers and their natural mothers. Only five of the girls lived with both parents. Thus 40 girls were results of what we, for want of better description, call "broken homes." Three more were residing in a home for neglected and dependent children and were adjudged delinquent from that setting. One stepmother had retained custody of a child and her siblings after divorce from the child's natural father (Table 4).

TABLE 4

RELATIONSHIP OF PERSON WITH WHOM CHILD LIVED
AT TIME OF DETENTION

| Relationship of Person(s) | Number of Cases |
|---|--------------------|
| Both parents | 5 |
| Mother alone | 22 |
| Father alone | 1 |
| Mother and stepfather | 7 |
| Father and stepmother | 1 |
| Stepmother alone | 1 |
| Grandmother | 3 |
| Aunt | 3 |
| Half-sister | 1 |
| Taft State Home for Neglected and Dependent Children | 3 |
| Foster parents | |

N = 48

The listed occupations (see Table 5) include only one parent or guardian (N=48) in each family. Nineteen guardians were employed and nine were recipients of State Aid to Dependent Children. After a perusal of the records, it is believed that most of those listed as unemployed are probably receiving State Aid. The difference in data recording is apparently due to various interpretations of the word "occupation" by the individual social workers. It is to be noted (particularly in the case of the aged and in one case of physical disability) that four others are receiving welfare assistance. Except in the case of the nurse and of the

beautician, there are no semi-professional or professional job classifications represented by the legal guardians. While this would tend to reflect a totally lower occupational class representation, one is cautioned in making this inference. Because of limitations of opportunity, the professional status of these adults would automatically be limited in this populace.

TABLE 5

OCCUPATIONS OF HEADS OF FAMILY OF INMATES

| Occupation | Number |
|---|--------|
| Unemployed | 19 |
| Aid to Dependent Children | 9 |
| Other welfare assistance | 4 |
| Taft State Home for Neglected and Dependent Children | 3 |
| Domestic service | 2 |
| Nurse | 1 |
| Beautician | 1 |
| Laborer | 1 |
| Laundress | 1 |
| Cook | 1 |
| Truck driver | 1 |
| Janitor | 1 |
| Shoe shine attendant | 1 |
| Department store maid | 1 |
| Car wash attendant | 1 |
| Landscape laborer | 1 |

N = 48

There were no authoritative means for securing the educational attainment of the girls' parents. Of those

recorded (N=19), the mothers average higher in school attainment than the fathers. The mothers of the inmates average the tenth year in school, with a range of from seventh grade to junior college, while the fathers average eighth grade, with a range of from sixth grade through college.

Seven of the sets of natural parents of individual girls were never married, although their children ranged from one to five by the same father.

Parental Rapport

In ferreting out how the child felt toward the mother, it was found that 75 per cent, or 35, said they loved her, but only two gave positive reasons for such love and respect. One of these mentioned a stepmother who provided for the siblings while living with the natural father. The other felt empathy for a mother whose husband had deserted her in time of pregnancy. Three girls, however, thought specifically that their mothers hated them. One volunteered that her mother did, and still does, act as if she never wanted her. A second of the three didn't know why she was at the institution, but felt that her mother had caused her to be placed there. Only two of the 48 made positive statements of affection concerning their father's feelings toward them.

The girls apparently did not consider themselves as having "serious difficulties with either parent." Only four answered the question in the affirmative. One had difficulty with her mother because of her (the child's) various pregnancies; one because of habitual lying (both parents); one for truancy (father); and one for keeping late hours (father).

The average number of siblings in the home at the time of the detention of the girls was five, with a range of from one to twelve children in the homes.

Forty-five of the forty-eight girls were the oldest child at the home upon entrance at the institution. These girls included a set of twins, three sisters (one of them a half-sister), and two sets of cousins. Three of the girls' fathers were in a state penitentiary, twelve brothers were in reform schools, and ten siblings were in homes for neglected children. Three other fathers were adjudged mental cases. One was in a state hospital, another one was in an out-of-state hospital, while still another was an outpatient in a university hospital.

Age of Girls at Time of Detention

Among the girls in the institution, the youngest at the time of detention was 11 years, 2 months old. The oldest

age elicited at the date of confinement was 17 years, 8 months. The mean age of the inmates when confined was 15 years, 2 months. More than half the girls were in the age distribution of from 14 years, 2 months, to 16 years, 6 months (see Table 6).

TABLE 6

AGE DISTRIBUTION OF GIRLS AT TIME OF DETENTION*

| Distribution by Years | Number of Inmates |
|--------------------------|----------------------|
| 11-2 to 12-6 | 2 |
| 12-7 to 13-6 | 5 |
| 13-7 to 14-6 | 9 |
| 14-7 to 15-6 | 14 |
| 15-7 to 16-6 | 11 |
| 16-7 to 17-6 | 6 |
| 17-7 + | 1 |
| Total number of inmates | 48 |

N = 48; M = 15 years, 2 months.

*Age given in chronological years and to nearest month.

Community Environment

There was marked difference in the girls' description of the community environment and in the actual situation.

The girl giving the most glowing description of her home environment would be found to originate from just the opposite. Most of the girls did not like the home neighborhood. Their reasons often evidenced paranoid preoccupations, as is indicated in the following excerpts: ". . . nosy neighbors"; "She watched our house all day"; "Nobody likes us"; "They thought their kids better than us." One-fourth of the girls would return to their neighborhoods after release, however, because they felt individually confident of their own power of restraint or of their abilities to "stay out of trouble." Their greatest concerns were of being teased, being provoked into fighting, ostracized for time spent in a girls' training school, or (in two cases) teasing concerning possible homosexuality.

The girls apparently were aware of their respective rapport, or lack thereof, with adults. In one instance, the child was so threatened by her supposed effect on adults that the investigator found difficulty in communicating with her.

School Attainment

Records are not complete in grade repetition, but 26 girls reported repeating grades for various reasons. Two girls repeated two grades each. The average of onset of

school failure was grade five, while the average of onset of problems of personality directly connected with school as related by the girls themselves was grade six.

In most cases, the girls blamed the teachers and the method of presentation of the materials in the classes. The two who admitted they had not applied themselves to the subject matter are not capable students, according to the results of the individually administered scales.

Obtained Intelligence Estimates

The average mental age for the girls as shown by an administration of the Kent Scales, Series D (N=24), was from three to five years below their chronological ages. Those who were administered the Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, or the 1960 Revision of the Stanford-Binet, indicated an average of dull-normal inmate with a range of from -50 to 109 estimated intelligence quotient.

Extracurricular Roles of the Girls

The organized club activity of the girls was in direct relationship to the urbanization of the counties. Eighty-five per cent of the girls from the two larger counties had

belonged to organized club activity at one time or another, while only two of the smaller town inmates had indulged in extracurricular activities.

Four girls had belonged to gangs, only one of which was restricted to girls. All of the gangs named were designed to promote a measure of prestige for the participants.

Although 33, or a little less than 75 per cent, of the girls were within walking distance of playgrounds, community centers, and other educational-recreational facilities, they preferred taverns, food drive-ins, and drive-in movies. Nine girls voluntarily gave drinking as a hobby, while five poker-facedly volunteered "sex" per se as a pleasant pastime.

The movie theater was more frequented by the small-town girl than the city girl in this study.

Girls' Views on Returning to Home-School Environment

Concerning returning to the same environment, three girls would refuse to attend "integrated" schools in the largest metropolis, and one would not attend a "segregated" school in the same city. (The quotations indicate the child's emphasis.) The case for or against returning to the same environment for the rest remained evenly split.

Most girls did not expect any difficulties adjusting to the outside world "if good girls" or if they kept their tempers. One inmate, however, said she'd kill her father if she ever caught him. Another said if anyone (she specified a couple of possibilities) called her a "homo" (homosexual), she'd be right back the next day.

A "confirmed thief" actively seeking help explained she had been stealing since fourth grade and that she would probably go on after she was released. She asked the investigator to recommend her to the administration for psychiatric treatment.

While all the girls, save one ("I have nowhere to go"), were anticipating release, only four could make positive statements as to how they would adjust. "Be a good girl," "Obey mother," "Don't stay out late," "Go to school," represented all but two of their answers. The other two projected their problems to their associates and decided that they should select new ones, or at least should restrict time spent with the old ones.

Two girls had, by their own request, asked permission to be detained past their eighteenth birthdays in order that they could complete their training in cosmetology.

Although the institution promotes a program of

rehabilitation, only two of the 48 girls were able to narrate positive forces at work for their therapy. Those two mentioned "getting along with people." Two more girls emphatically stated they were worse personalities than when they entered the home. One girl said she prayed every night that she would not become "bad" like "those other girls."

Career Choices

Of the girls interviewed, the career choices indicate a matter of convenience and in some cases not in keeping with reality (see Table 7). It is to be noted that cosmetology is offered on the institutional grounds and that in the public school, to which the majority are transported, there is a typing class for girls.

Only the cosmetology-hopeful felt that the institution or home-school could help them in preparation for their adult jobs. They indicated lack of interest on the part of the home-school administration "unless you're the daughter of a doctor," etc. Other answers indicated lack of available facilities. Most of the girls, however, still thought the chances of achieving their respective goals good, in spite of the lack of facilities or lack of help. It is believed this was due in part to a desire to better themselves

according to normal middle-class standards.

TABLE 7

CAREER CHOICES OF INMATES OF THE
GIRLS TRAINING SCHOOL

| Career Choice | Number Choosing |
|-----------------------------|-----------------|
| Cosmetologist | 10 |
| Registered nurse | 6 |
| Housewife | 4 |
| Elem. ed. teacher | 3 |
| Stenographer | 3 |
| Waitress | 2 |
| Teacher-librarian | 1 |
| Airline stewardess | 1 |
| Homemaking instructor | 1 |
| Seamstress | 1 |
| Maid | 1 |
| Artist | 1 |
| Medical doctor | 1 |
| Total number choosing | 35 |

School-Oriented Problems

An interesting observation was the fear, stated positively by eleven girls and inferred by seven others, of returning to "a school I didn't like." Three girls positively stated they would prefer the institution to their home environment, while two inmates feared being teased as "crazy." One of these had been hospitalized for observation, and the other would not submit to psychometric evaluation because of this fear.

An indictment against one large metropolitan school was made by two of the young women. They mentioned an amusement, called the "Ditch party," which had become an "institution" at this particular school. They felt that if this were stopped, more students would take an active interest in class. The "party" is apparently a pre-planned, once-a-week retaliation aimed at the school administration.

One of the more capable students felt she had not received proper attention in class because of her "lack of brains" and that the teacher could have taken more time in explanations or could have at least noticed she was sleeping in class.

Nine girls refused to react to this particular subject, but by their refusal, one could justifiably assume negative feelings.

In further discussing problems occurring in school, eight girls volunteered information that fighting had been their biggest problem. One admitted that, in retrospect, she had provoked most of her fights. Another girl who had fought a Caucasian female felt that the school administration had taken the non-Negro's side because of prejudice. Still another girl admitted she had deliberately chewed gum loudly to irritate a certain teacher.

Courses mentioned by the girls as presenting the most difficulty were (in order of difficulty) math courses (60 per cent), with science, chemistry, and history each totaling 10 per cent of the courses listed. The remainder were about equally divided between the sciences, reading, and spelling. This is interesting, since most of the girls were retarded in reading. Not all girls admitted difficulty in any subject.

The high math total would normally indicate one of four things: a mind-set against the subject; ineffective teaching; lack of capability on the part of the student; or (a plausible one in these cases) a projective indication of rebellion against authority.

Physical Impairments Evidenced
Among Inmates

The number of physical handicaps evidenced by this institution population appeared excessive.

It will be noted in Table 8 that nine of the girls either wear glasses or are in need of corrective lenses. Nine girls have scars or noticeable deformities, while two more are troubled with facial eczema. Four of the young women were affected with the same speech impediment. In two instances, the examiner was not aware of the speech defect

until told by the girls themselves. A fifth girl was a stutterer.

In all, there were 31 different physical infirmities noticeably exhibited by the inmates interviewed.

TABLE 8

PHYSICAL IMPAIRMENTS EVIDENCED BY THE GIRLS

| Handicap | Number |
|-------------------------------|--------|
| Wears corrective lenses | 5 |
| Needs corrective lenses | 4 |
| Tongue-tied | 4 |
| Stutterer | 1 |
| Burn scars on hand | 2 |
| Deformity of hand | 2 |
| Facial burns | 2 |
| Body scars | 2 |
| Burn scars on arm | 1 |
| Eczema | 2 |
| Asthma | 1 |
| Other allergy | 1 |
| Rheumatic heart disease | 1 |
| Broken front teeth | 1 |
| Freckles* | 1 |
| Anemia | 1 |
| Total number impairments | 31 |

*An over-abundance of freckles is popularly considered unsightly among members of the Negro minority.

Institution Rapport

It was expected that the girls would reject the institution, but this was not evident. Instead, those who spoke of it rationalized the importance of the institution, but belied handling by their superiors. More than a few mentioned that it had both advantages and disadvantages, and more than a fourth said the girls affected their thoughts concerning the institution. Two inmates made positive statements that the institution was "nice."

Reasons for Committal According to
Institutional Records

Of the actual offenses recorded for each girl, 22, or 46 per cent, of those accusations were for running away from home, including leaving home without permission. The next-highest number of offenses (21) was for being beyond the control of parents. Truancy and sexual misconduct received nine and eight, respectively, of the complaints. It is noteworthy that shoplifting was in all instances for a personal item for the individual girl. One girl had taken an additional item for a younger sibling.

The all-inclusive term incorrigible (7) in most instances was a tactful way of saying sexual misconduct.

TABLE 9

REASONS OF RECORD--COMMITMENT OFFENSES OF THE GIRLS

| Recorded Offense | Number of Cases |
|---|-----------------|
| Run-away* | 22 |
| Beyond control of parents | 21 |
| Truancy | 10 |
| Sexual misconduct | 9 |
| Shoplifting | 8 |
| Incorrigible | 7 |
| Need: more strict supervision and care | 7 |
| Late hours | 6 |
| Associates of ill-repute | 5 |
| Theft | 3 |
| Delinquent child | 3 |
| Disorderly conduct | 3 |
| Arson | 2 |
| Best interest of child | 2 |
| Loitering around school | 1 |
| Problems at school | 1 |
| Drinking | 1 |
| Attempted suicide | 1 |
| Prostituting | 1 |
| Total number of recorded offenses | 113 |

*Includes four who left home without permission.

Although five girls admitted heavy drinking habits to the investigator, only one was accused of drinking in connection with her confinement. The terms of delinquent child within the definition of the statutes of Oklahoma (3), for the best interest of the child (2), and problems at school (1) were not given further elaboration.

Seven girls were sentenced to a girls' training school for delinquents for need of more strict supervision and care.

Reasons Given by the Girls
for Their Detention

While running-away was highest in official records of girls' offenses, the girls themselves broke them down more minutely, if more complimentary to the individual girl. In most cases the girls did not actually falsify their commital offenses--they just omitted a more uncomplimentary aspect. Only two admitted sexual promiscuity. One of these was eager to enlighten the research worker on whose house she actually shared when committed to the institution.

Truancy, running-away, and disobedience were named most frequently. There was a fine line to draw between disobedience and problems with guardians. But some of their explanations did not really fall in the category of disobedience. Four girls were "framed"--according to them--one by her mother, one by a friend, and two by officers of the court.

A casual glance at Table 10 would lead one to think that each girl had found a different way to be anti-middle-class.

TABLE 10

COMMITMENT OFFENSES ACCORDING TO THE GIRLS THEMSELVES

| Alleged Offenses | Number of Cases |
|------------------------------------|--------------------|
| Truancy | 10 |
| Run-away | 9 |
| Disobedience | 8 |
| Problems with guardian | 6 |
| Late hours | 6 |
| Theft | 4 |
| Framed | 4 |
| Associates | 3 |
| Fighting | 2* |
| Arson | 2 |
| Cursing | 2 |
| Sexual misconduct | 2 |
| Disobedience | 1 |
| Too many pregnancies | 1 |
| Smoking | 1 |
| Drinking | 1 |
| Mother sent her | 1 |
| Judge sent her | 1 |
| Not being a good girl | 1 |
| Her temper | 1 |
| Shoplifting | 1 |
| Refusal to answer | 1 |
| Problems in integrated schools ... | 1 |
| Assaulting a police officer | 1 |
| Total number of admitted offenses | 70 |

*One admitted fighting because of an interracial altercation.

Although run-away and its possible connection with sexual misconduct occupied 22 of the charges against these 48 girls, only nine girls gave this as a reason for their confinement. Beyond the control of parents and late hours

occupied a total of 27 commitment offenses on record. Only eight girls gave disobedience as a reason and six listed problems with the guardian.

Sexual misconduct (9) and incorrigibility (7) occurred in 16 of the reasons of record, but only two of the girls admitted sexual misconduct.

These answers were given even though the girls knew that the investigator had access to their personal records. The one girl who was committed for "active prostituting" did not admit to the investigator that she was so charged.

While no clear attempt at purposeful lying was indicated by these girls, it is evident from Tables 9 and 10 that their composite answers were not in keeping with the reality of the situation. Under individual analysis, the girls tended to group on a set of reasons which were less offensive in their judgment and tended to overlook the true reasons for which they had been charged.

CHAPTER VI

DISCUSSION

Attempts have been made in the past to lessen the conclusions customarily elicited from the term broken homes. When a child has lost the presence of a parent in the home, whether through separation, through circumstances, by divorce, by death, or from desertion, the child is the loser. He loses in an economic way and psychologically through the lack of a complementary guidance control. He also loses the affection of one-half of his parentage. In our society, the normal family has two parents; the child thus loses status by the absence of a parent through causes other than death.

When the child loses a parent through desertion or divorce, as in the case of most of these children, he is exposed to emotional frustrations. Except in a few cases (two in this study), the child remains with the female member of the family. In the cases of most of these children, the deserted or divorced father withheld support, forcing the

children to another defeat in status: the receiving of welfare payments. In some cases the low occupational status of the father led to the divorce or separation in the first place and was the reason for the non-support.

There is lack of agreement on the effect of broken homes. Some authorities say that the effect is bad; some say that a bad home is not better than a broken home. Prior to the present study, however, Shaw and McKay (1931, pp. 261-84) found that 67 per cent of the delinquent girls came from broken homes as opposed to 45 per cent of the controls. While the high percentage among the control group is marked, we cannot dismiss the 67 per cent.

The fact that the overwhelming majority of the girls in this study perceived their parents' love for them and in turn expressed love for their parents is contrary to the circumstances of the records of offenses. It will be seen in Table 9 that the girls had numerous offenses which evidenced reactions hostile to parental authority. Frustrations are evident in the lack of luxuries afforded the girls in their own homes. The incidence of shoplifting of personal items for the girls (8) indicates a desire for some item not attainable by legal means. If on top of these frustrations they perceive an authoritarian arbitrariness from their

parents in discipline or in lack of understanding, their emotional maladjustment was made easy. It is possible that at each attempt at correction by the parents the girls became more frustrated and aggressive, leaving little doubt that they resented the authority of the parent. Pastore (1952) points out that the arbitrariness perceived by the person is relevant to the circumstances. When the sources of frustrations are from the parent, they become more intense than if they were from an outside source. It follows, therefore, that the aggressions evidenced by the child, either verbally or physically, would be more intense.

As a younger child, the inmate may have sulked or withdrawn from the reality of the frustrations imposed by parental authority. As the child matured into adolescence, her hostility may have become more verbal and she then struck out at the source of her frustration. In the case of the suicide attempt, the girl said that she had nothing to live for, that nobody loved her, although she was an attractive young woman. Freud's death instinct may be turned upon the self, but is usually considered to be directed outwardly against other sources of frustrations. The social worker noted in this one child's case that she was directing her hostility toward her mother in an attempt to be

punitive.¹

Studies in urban sociology reveal that group consciousness among Negro adults is projected to the adolescent. The individual adolescent may be inhibited in his action by his identification with a minority group. In some of the girls there appears an awareness of race and its inferiority status in the society. Evidence of this feeling may be found in the statement of four girls who would not return to the integrated schools from which they came.

Research has tended to show that consciousness of the merging self for the Negro child develops in pre-school years, in the form of name-defacing, personal insults, physical abuse, fears of reprisals by white adults and children, aggressiveness from white children and direct ridicule. The more subtle effects are added by communication from news media, entertainment projections, and the like. The wider society of the Negro child's culture will have impinged upon him/her the negative feelings that have a bearing on perception of the self. Before the Negro child has been confronted with the formative years, he may have been

¹Rosenzweig (1944) calls this outward aggression "extrapunitive" and aggression against the self, "intro-punitive."

the result of culturally prescribed institutionalized behavior which set the pattern for his ego involvement. Color, differentiation in degree of color, and other traits of the Negro youth may have already hampered a growth not formally begun. Thus the mere matter of being identified with a certain race is an importance of the ego development of the child. As the child accepts the attitudes of his parents, he may develop an early sensitivity to color meaning. Thus, even without actual experience of racial rejection, the child may have developed social thought patterns from adult values, and these patterns could give him a feeling of insecurity resulting from anticipated rejection.

If we are to use Goodenough and Tyler's (1959) stages of human development, it would appear that these girls have missed the middle childhood task of achieving competence in the physical, mental, and social skills which we consider essential. These should be the results of successful elementary school years, but these girls did not have academic or social success in their elementary school years.

During "adolescence," these girls, 12 years and above, would be assumed to be attaining an identity as mature humans. However, it appears that their true identity is submerged and enmeshed in a net of mishandled "societal cracks"

and disillusionment.

To the immediate future is adulthood, including establishment in work, family, and community and attainment of emotional relationships. It would appear that a vicious circle is beginning, for what relationships will they effuse when their self-concept is so poor? They have failed in adapting the standards set up by society. These juveniles have not internalized the accepted adolescent roles. Failing rehabilitation, how, then, can they pass the discarded adolescent roles on to their children?

In reference to the four gang members represented in this population and the observation that the gangs were formed as a status symbol, Cohen suggests (1955, p. 36) that delinquent gangs arise as a consequence of the class structure of American society. He suggests that the gang attempts a group solution to status problems, needs, and frustrations of the lower-class system, which is dominated by middle-class values and virtues. It would be unwarranted to assume that there is only a delinquent sub-class culture, for the gangs function not only against the middle-class values but, in the case of these girls, act to satisfy other needs, such as enjoyment of recreational means, racial identification in an integrated situation, and a bid for peer approval. The

teenagers in this population, by their divergence of unsuitable habits according to adult standards, are reacting to restrictions imposed on them. These restrictions include school attendance and restrictions against going to taverns, "where the fun is." Having found too little excitement in the usual adolescent activity in their community, they sought excitement elsewhere and joined together for protection.

A tempting preoccupation of the investigator was to discern a relation between the nature of the offense and the intelligence of the inmate committing the offense. Other researchers have investigated this in adult criminality and have found inconclusive results, but this study did not afford the data necessary to make valid analysis. Pintner (1923) has already concluded that while the type of crime a delinquent commits has some relation to intelligence, it is a factor intermixed with others and is "difficult to disentangle."

Of the two girls who openly admitted sexual misconduct, one tested lower in psychometric evaluation than all the rest, and the second had won a scholarship to a university while she was just 17 years of age. She had subsequently run away from the university to continue her sexual promiscuity.

The girls in this study averaged a school grade retardation of one to three years upon entrance into the institution. At first glance this appears large, but when we consider that more and more our public schools have adopted a lock-step system of promotion, the years warrant still closer perusal. The tendency to "pass" a student to a progressively higher grade each year, regardless of competence in the past year's subject matter, is a common practice. To the degree that it is operative in these children, there would be a greater degree of school-adjudged retardation. Thus our data, although apparently self-explanatory, appear to have little differential value. To warrant explanation, one would have to "chase" each girl's record back through her earlier school years.

It would appear on the surface from this study that Miner's (1918) interpretations are relative: ". . . the chance of a girl who is retarded in school getting into juvenile court is about 17 times as great as that of a girl who is up to grade." Note that the term retarded is in a school connotation and does not imply the presence of a biological deficiency. We have already discussed the psychological factors involved in failure and lack of drive.

We find, however, a different conclusion by Riebesell

of the same period (1917). In a German setting, he paired deficient and non-deficient children of the same chronological age and different mental ages. In applying tests of morality, he concluded that the moral tests showed no difference for the same chronological age and different mental ages.

There appears a preponderance of evidence in this present study that the low-I.Q. child is overly-proportionate in representation.

The number of school-connected problems are too great to warrant ignoring. The day-to-day routine of the public school and the impact made by the teachers are circumstances to which every child must adapt. It is true that his school progress is a function of his own organic and social make-up, but his ambitions and drives are those which have been acquired over the years. We cannot overlook the effects of the individual teacher and of the school.

Specific studies have been made to correlate the child's environment with his educational disabilities. While analyzing Rorschach patterns of 25 children with reading disability, Vorhaus (1946) found substantial evidence that reading failure was a form of unconscious hostility toward the child's environment. This was not necessarily the "acting-

out" child, but the child so dominated by his environment that he became immobilized in his attempts to read.

We noted that more of the girls gave the math courses as a source of difficulty in school. In the past we diagnosed this as the results of improper approach threatening the child. Lynn (1957) found that children who had difficulty in arithmetic without the concurring difficulty in reading were more anxious than an opposite group of children. No assumptions can be proved in the present group of girls, but the evidence does warrant thinking on the part of the school administration.

Truancy, another school-connected problem, may mean a number of things. Usually, it boils down to two very simple theses: the school environment is a frustrating situation for the child, full of failure and a sense of unworthiness or incompetence; or, the child is emotionally maladjusted. In either of the above-mentioned cases, the symptoms are clearly symptoms. Will detention at a training school solve the conflicts of which these are only the symptoms? If a school has numerous symptoms, such as truancy and leaving school without permission, a combined appraisal of the school, the pupils, and of the home and community influences is warranted.

While these girls were willing to admit truancy from school as a reason for confinement, did the girl or the authorities know the reasons behind the symptom, truancy? When a child is absent from school frequently or fails to show interest in the school, this child is in need of immediate attention. As is hinted in this study, these girls were school failures, daily being ridiculed by themselves if not by their peers. It would have been easier to help these girls when they first became truant instead of waiting until the pattern had become so set that the interwoven conflicts were indiscernible. Here again is a chance for the teacher to be alert to symptomatic problems in her wards.

The advisability of a residential school placement for truant girls is questionable. While such schools are operated under the department of public welfare and have as their purpose rehabilitation and eventual return to the home community, the tendency toward custodial care and punitive restrictions has continued. In order for these schools to be geared to constructive rehabilitation, numerous additions and upgrading in staff will be needed.

Studies have been made in recent years on the effect of physical impairment on the adolescent's self-image. Mead (1934) initiated the theory that the self originates and

develops as a result of three processes--learning, interaction, and communication. We project this to mean that the individual perceives his place in society through these same forces. All three processes are at work in our western society to affect the self-image of the child with a physical handicap. Disfigurement in this instance becomes a major physical handicap in terms of our society.

The number of girls with physical impairments is great enough to warrant a look at this side of the delinquent. No attempt was made in the study to ascertain the degree to which this occurrence affected the girls.

In a recent special report in Rehabilitation Literature, Goodman (1964) reported four major findings in student communication impairment in adolescents. Of special interest to this report are the following: He found "a relatively higher degree of 'social immaturity' in the communication-impaired adolescent than in the non-impaired adolescent." It was also found that "the peers of the communication-impaired adolescent demanded less of him . . . there is less pressure for conformity of the role behavior of the communication-impaired adolescent" (pp. 45-46).

To the contrary, however, Eynon (1963) reports that although the boys in his sample were somewhat retarded in

height and slightly under average in weight as compared with a control group, but normal for national norms, obvious speech and hearing defects were minimal. He reported that visible defects in boys were not frequent enough to assume an impairment of social contacts.

While very little literature is recorded on problems of facial deformity, Abel writes on "Facial Disfigurement" and lists eight categories (1953, p. 113) in which the term is used. Facial scars occur among those named. In this study, it is noted that seven girls have either facial or other obvious scars.

Abel also lists four classifications of the degree of severity. In his descriptive remarks, only the mild or inconspicuous marks would fail to evoke unfavorable reaction from others. He states more positively (p. 119) that " . . . the adolescent boy or girl with facial disfigurement may come up against an actual situation of being rejected by a member of the opposite sex."

No matter how slight, persons with visual defects will feel resentment concerning their impairments. If subconsciously they blame their problems on their impairment, or if they fail to be aware of their visually provoked scholastic problems, the results remain the same. Are these girls

who need glasses and refuse to wear them set in this pattern of circumstances?

It has been tempting to draw inferences from the large number of physical infirmities in this institution, but research tends to point out that one's infirmities do not bear as much on the person as the personality make-up of the person does on his handling of his disabilities. In the case of the Negro girls, it would seem that having accepted the Western middle-class Caucasian culture as their own, they would be influenced by the stereotyped beauty. One has only to see the bouffant hair styles, the over-use of eyeshadow and make-up used by the girls, to accept the effect of the advertising media on their personalities. There is evidenced empirically a preoccupation with the body beautiful.

This, then, gives us clues for further study in the effects of disfiguring handicaps on the personality of an adolescent minority member.

It occurs to this investigator that the multiplicity of burn scars might be further investigated as to the surrounding circumstances. These circumstances could very well be the roots of poor handling by parents in covering up feelings of guilt.

Numerous explanations can be offered for the girls'

reactions to their offenses. Our first glance would tell us that the girls really do not see the implications of reality imbedded in their originally recorded offenses, but then we realize that, in spite of the obvious, the girls have been incarcerated at an institution with an authoritarian purpose in spite of its goals of rehabilitation. Acceptance or no, the supervisors substitute for the teachers and parents which the girls have left behind. They become a model for imitation and identification. The judgments and standards of proper decorum held by the supervisors rub off on the girls. It was noted that the girls in general were subconsciously hostile to their matrons, but even resentment of this authority does not preclude adoption of the ideals represented by the authority. It is possible that the girls have acquired a façade of ideals and super-imposed them over the reality of the original offenses. They now find it convenient to be accused of delinquencies more in keeping with the acceptable than with the "low moral" outlook of their delinquent peers on the outside.

There appears enough school-related discussion on the part of the girls to warrant a new look by the public-school teacher in the school environment. While we have accepted the limitations of heredity and family background,

studies have been made to show that the teacher's influence for four or five hours a day can offset even a favorable home environment.

Ojemann and Wilkinson (1939) constructed certain procedures by which the teacher not only studied problem pupils at school, but saw them in their home environment, in their play, and through their economic problems. They found that the teacher became more understanding and tolerant. She was also a more effective academic dispenser as a result. Her students' personalities improved significantly.

While the girls in this study indicated that the institution itself was "all right," only two offered constructive criticism on behalf of the program. Research has shown very little improvement in attitudes or personality following institutionalization of adolescents. Caditz (1959) concluded, after comparing 96 boys committed to a state training school with 97 unselected high school sophomores, that training school experienced did not show significant changes between the two groups. A hope for the future for these girls was evidenced in his report, however: the delinquent boys from broken homes gained more from their training-school experiences.

In asking the girls how they could have kept out of

detention and what advice they would give other girls similarly situated, the answers were simple answers which they themselves would not have heeded--such answers as "Be a good girl," "Obey Mother," and "Don't get into trouble" were typical. While these answers are evidence of a value system instilled in them at the conscious level and to which they respond verbally, they do not indicate an awareness of the abstractions evident in the values and attitudes themselves. As has been pointed out, this is evidence of the models of their teachers and significant elders. Strauss (1941) showed that mentally defectives' responses may disclose values and attitudes. In the present study, it does not tend to indicate an awareness of the abstractions involved in the reality of the situation. Although a substantial number of these girls are mentally defective, they are, also, involved in emotional preoccupations as results of failure involving their mental incompetence.

It was an inherent part of this thesis that the verbal responses of these individual girls would indicate their social interaction and their adjustment to the environment. Whether or not the child actually does what she says or not is of little importance in relation to the significance of her declaring her belief in a certain aspect of behavior.

Even the child's overt behavior may be as distorted an evidence of what she believes as her verbal expressions are of what she does.

This study, therefore, presumed to make inferences from a study of verbal behavior. Assuming the court records to be true, there follows only a collaboration or lack thereof. In either event, the researcher gained insight into the juveniles from their respective responses. Given the proper instrument and the necessary rapport, verbal opinions are valid for research purposes.

If no other conclusion is valid from this investigation, the need for guidance, both therapeutic and occupational, is evidenced. The average inmate in this institution is of Low-Intelligence Quotient. She is well behind her non-delinquent sister in school attainment and has habits or hobbies which tend not to be approved by the society to which she belongs.

One does not need to believe that retardation breeds delinquency; but Terman's (1916) answers to his question of the relation of retardation to delinquency still seem pertinent, at least for this population:

. . . . The answer may be stated in simple terms. Morality depends upon two things: (a) the ability to foresee and to weigh the possible consequences for

self and others of different kinds of behavior; and (b) upon the willingness and capacity to exercise self-restraint. That there are many intelligent criminals is due to the fact that (a) may exist without (b). On the other hand, (b) presupposes (a). In other words, not all criminals are feebleminded, but all feeble-minded are at least potential criminals. (p. 11)

It is clear from the literature that the above explanation needed no substantiation by this research. Rather, research has altogether been too willing to delve into the mental deficiencies of delinquents. What has been shown by the degree of deficiency found among these delinquents is a need for early diagnosis of retardation and therapeutic procedure utilized therein. Whether the retardation is organic or social is of little consequence in relation to the need for proper attention and guidance. True, the degree of acceleration or progress toward remediation will depend upon aptitude, but the problem is to start before a delinquent pattern is set, before defenses which tend toward anti-social behavior have been formed.

The role of the school in this endeavor is clear. The school setting has the rapport, the facility, and the child all under one roof--and there is the added incentive of function. The curriculum cannot provide for its true function if the means by which it is to achieve its goals

(the child) is not working at maximum level of attainment, be it a retarded child or an accepted "normal" child.

It would be unwise to say that the school is not working on this particular matter, for many programs have been initiated in recent years to induce drop-outs to return to school. Guidance personnel are being augmented; the academic level of such professional persons has been upgraded. There is still comparatively little work being done on pre-delinquents. Pre-delinquents are not adolescents who have already been accosted by law-enforcement officers, but the children who by projective techniques, sociometric design and psychometric evaluation have been shown to be "ripe" for delinquency. It would seem that here is an area which the school may explore to greater reward.

CHAPTER VII

SUMMARY AND CONCLUSIONS

In setting out to do a study treating the juvenile offender, the researcher was aware that the connotation of delinquency has meaning only in a legal or social sense and is virtually useless in understanding or describing the pathology of the juvenile offender or in setting up a treatment program. The courts and the referring community are disturbed by the nature of the offense itself rather than by the nature of the pathology in the individual child. The individual segments of society are protecting the status quo from the social outcasts of their community.

The juveniles in this study, were we to make a pathological diagnosis, could run the gamut of emotional disturbances. Many of them appear defective intellectually, but no attempt is made here to return to an era of universality of causation, for studies are in preponderance to show that delinquent tendencies may have no connection whatever

with intelligence quotients.

A study of the juvenile offender has little difficulty supporting its worth. After making observations, classifying data, analyzing tabular information, and making inferences, one finds a common characteristic pattern or a "peep-hole" of light toward etiology. Such an insight could be integrated into our vastly multiplying body of source material and, by adding still another syndrome to our symptomatic analysis, could form a hypothesis for a truly scientific theorem.

Forty-eight girls, inmates of a state training school for girls, were used in a refined field study to note their perceptivity of the circumstances surrounding their detention. These girls represented the total pro-rated population of the institution as of January 1, 1964.

Ranging in age at detention from 11 years, 2 months, to 17 years, 8 months, the girls were administered an original schedule by the technique of an unstructured interview. Through free association with the researcher, the inmates were eventually to give the examiner answers to all scheduled information. If, at the end of an interview, needed information was still unanswered, the examiner would then ask for that information.

Except in three cases, each girl had been placed on probation by the court in her county of residence. These three cases, which were the exception, were transferees from another state institution. In an average of all cases, save the girls mentioned, the inmates had broken the original probation within thirty days.

Intelligence quotients were obtained by individually administered standardized tests. If we accept mental retardation as referring not only to the learning capacity of the individual but also to his ability to utilize said learning in adjusting to the requirements of his society, there is justification for ignoring the causal factors influencing the obtained intelligence quotients of the individual inmates.

The point would appear to be that these individuals have failed to achieve functional aids to adaptation in our society. Their reasons for this failure may be as good a guidepost as any in setting up criteria for a program of curriculum improvement. This would imply more detailed prescription of research and analysis than is meant in this research. Should we admit that education has as a purpose acceptable changes in behavior, it would seem plausible that our schools are not gearing their functional school curricula toward this end.

This research does not purport to answer the above-mentioned questions, but to leave the door ajar for the future.

Composite Picture of the Average Inmate

The average resident of this institution was found to be an adolescent girl about fifteen years of age. She lived in an urban setting prior to entering the institution. This girl was likely to be residing with her divorced mother, whose only income was a monthly welfare check. Her mother's age is thirty-eight, and she has about five children, of which the inmate was the oldest at home. It is possible that one of the male children is or will be in a reformatory before adulthood.

The girl herself possibly has a physical impairment of which she is self-conscious. There is a one-in-six chance that she wears or needs glasses.

Her main recreational pursuits are dancing, drag-racing, sports (active or passive), and there is a good chance that she both drinks and smokes heavily. Sex to her is a normal outlet and yet she is inhibited in discussing it. She likes boys and considers them indispensable.

It is more than chance that she is committed to the

institution for aggressive acting-out offenses and she does not like school or authority.

This average girl has a 1:2 chance of either having a child or of having had a recent miscarriage.

She is very fastidious about her face and hair, but has a 50:50 chance of being a "slouch."

If she could indulge in any occupation she wished, she would prepare to be a lower-middle class semi-professional person or possibly a teacher.

Conclusions

From a descriptive annotated analysis of the data at hand, we come to the following conclusions based on the original assumptions.

1. The 48 residents of the State Training School for Girls are not clearly aware of the abstractions which led to their incarceration. Further, they subconsciously delete from their conscious thoughts the more uncomplimentary charges against them. Especially are these charges eliminated if they conflict with normal middle-class morals.

2. There is commonality in the reasoning of the girls as to what their offenses were. The girls tend to agree on a set list of "acceptable offenses." Similar reasons

were given by them.

3. All 48 girls had real or fancied difficulties in a public-school situation prior to residence at the training school.

4. The organic and the socially-retarded child was in obvious abundance at the institution. A means of clearer diagnosis which would effect a more detailed prognosis is needed.

5. The girls tended in all cases save two to blame someone else for their plight.

6. There is close consensus of school-home experience evidenced among the girls.

THE SCHEDULE

I.D. No. _____

INDIVIDUAL CASE NOTES

| | | | | |
|------------|------|-------|-----|----------------------|
| Name | | | | Aliases or nicknames |
| Birthdate: | year | month | day | Age: years months |

General physical description and appearance at time of interview: (Describe)

Does child have any physical impediments: i.e., eyes, limbs, speech, etc. _____

With whom did child live at time of incarceration?

Father: _____ Age: _____ Mother: _____ Age: _____ relationship _____

Education: _____ Education: _____

Occupation: _____ Occupation: _____

Deceased? (Date) _____ Deceased? (Date) _____

Father's hobbies: _____ Mother's hobbies: _____

Were parents living together at time of child's detention?

Other children in home?

Inmate's position chronologically in age range of siblings?

Other adults in home? _____

I.D. No. _____

Paternal ResponsesHow does child feel toward father? _____
_____How does father feel toward child? _____
_____What disciplinary measures were used by the father? _____
_____Has child had any serious difficulties with father? _____
_____Maternal ResponsesHow does child feel toward mother? _____
_____How does mother feel toward child? _____
_____What disciplinary measures were used by the mother? _____
_____Has child had any serious difficulties with mother? _____
_____. . . . Did mother and father agree on disciplinary measures?

I.D. No. _____

Social Climate

How does child feel toward home environment? Include child's description, if given. _____

How did child get along with adults? _____

What difficulties did child have in neighborhood or school environment? Give circumstances. _____

Did child belong to an organized club group?

Social Club _____

YWCA (Y-Teens) _____

Girl Scouts _____

Camp Fire _____

F.H.A. _____

Other _____

Did child belong to an unorganized club or gang? _____

What were the child's hobbies or recreational pursuits? _____

I.D. No. _____

Were the following outlets available in the child's
community?

Neighborhood House or Community Center? _____ Zoo? _____

Swimming Pool? _____ Museum? _____ Theater? _____
(Accessible to child)

Playground or public park? _____ Other? _____

Where did the child usually go for "out-of-home" activity?

Highest grade completed in home community? _____

How does child feel toward school environment and teachers?

Has child repeated a grade level in school? _____

If child recognizes difficulty in school, when did this dif-
ficulty start? __________
_____Was there a subject which gave the child particular diffi-
culty? If so, why, and what could have been done to help
him do better? __________

I.D. No. _____

What is the child's opinion of school work prior to institutionalization? _____

How did child get along with children in the school community? _____

How would child feel about returning to same school environment when released from institution? _____

Career Choice

What career would child like to follow as an adult and what does she think of her chances of achieving this ambition?

Is the home school able to help her in achieving this goal?

Is the institution able to help her in achieving this goal?

Feelings toward the Institution

How does the child feel about the institution in general?

I.D. No. _____

What is child's opinion of supervisors in institution? _____

Does she think the institution is helping her to adjust to the outside when she is released? _____

What does she think the institution can do to help her and others like her to prevent their re-confinement? _____

Is she looking forward to release? _____

Does she expect any difficulties in adjusting to the outside community after release? _____

What would be her feelings toward returning to the same school or home environment? _____

I.D. No. _____

DETENTION INFORMATION

DATE admitted to Institution: _____ Chronological Age: _____

Hometown: _____ County: _____ Rural or Urban: _____

List standardized tests, dates, and results given to child:

Reason for present confinement? (per records) _____

Person signing complaint? _____

Previous internments in a state institution? _____

Summary of difficulties with legal authorities: _____

_____What conditions immediately led to circumstances surrounding
present detention? __________
_____What is child's version and opinion of present detention and
circumstances surrounding same? __________

I.D. No. _____

Who, specifically, from the point of view of the child, is responsible for her detention? _____

Does child feel school difficulties or circumstances surrounding school or community environment may have contributed to her placement in the institution? _____

If answer to previous question was yes, what does child feel can be done to correct such contributing factors? _____

Does child feel she could have avoided being placed in the institution, and if so, how? _____

In child's opinion, what are her chances of being returned to the institution upon release? _____

APPENDIX II

VALIDITY AND RELIABILITY OF STUDY

Validity

To test the validity of this particular study, three tests could have been used. One would be to have an identical study done by a competent investigator and the results in agreement with the present study. The second is congruity between responses observed and conclusions drawn. The third would tend to lie in the possibility of practical application of this method of research in dealing with the problem of juvenile deviation. In the absence of recorded research identical with the first test, it would seem the latter two, of congruence between observations and conclusions, and the advantages of enormous insight and immediate assistance in counseling juveniles, will attest to the tentative validity of the work--tentative in that humans change as the political and social and economic and emotional and physical pressures upon them and others in their environment change.

As the responses of the individual juvenile offenders are not concretely observable units, the subjectivity or lack thereof of apperception of the examiner is important in

assessing the correctness of the data recorded. The criterion for suggesting that the recording of the data was competently done, then, is that there exists the similarity of acceptance and entrance into a line of discussion equal to that on the printed schedule by most of the inmates.

The schedule was limited because of the unstructured technique to be used. Because of limitations inherent in the human organism, it can only respond to a limited number of specific stimuli at any one time. Once the goal of the juvenile's subjective opinion of her circumstances was established, all such data to be gathered were to complement the former. It was re-discovered that an habitual aspect of human nature is in utilizing seemingly unrelated instances to draw conclusions. In many instances the girls would interject a factor into their conversation that appeared out of context until weighed with other responses.

Reliability

The reliability of the work lies in its usage of a complete census population. As the written text of the Court's summary judgment against the girl is often ambiguous, the real nature of her offense is as often not clear.

It is for this reason, also, that opinions of supervisors and house-parents are deleted from the schedule. A

confusion of opinions based on developed biases or misunderstanding of responses to authority figures was not a part of the research project. Since no professional qualification or training is required of the dormitory supervisors, it was felt the chances of certification and/or of reliability were not high enough to warrant use of their opinions.

A careful checking of items of responses against established facts was made in order to determine the degree of reliability and the awareness of reality of the individual child. The results make it clear that the unstructured interview can be used outside the sterile offices of the psychoanalyst. It is evident, however, that techniques for eliciting information with a high degree of reliability from the juvenile herself are an urgent necessity if rehabilitation is to be effective.

It has been shown time and again that the "informal interview" as widely used by case-work agencies is time-consuming and that extensive second-hand knowledge is often needed before progressing with rehabilitation. If one could sit down with the juvenile and be reasonably sure of the "truthfulness" of her answers, time would be saved in rehabilitation.

APPENDIX III

PROGNOSIS FOR THE FUTURE

Certain cues for handling delinquents have been gained from this study. It is not claimed that they are new or that they have the power of eliminating juvenile deviation. They are thought important enough to mention under separate heading. For the sake of brevity, these will be listed numerically.

1. The need for immediate diagnosis and corrective or alleviate attention to the health defects or physical impairments of maladjusted adolescents.
2. The need for better relations and closer co-operation between school and home.
3. The need for a therapeutic alignment and consolidation of service of different community resources dealing with socially-maladjusted youth.
4. The need for intensification of existing services for counseling in the schools, including pre-planned in-service training for existing teachers and greater selectivity of new teachers.
5. An effective "grass-roots" plan for rehabilitation in the state institutions involving purposeful in-service training and consistent up-grading of academic and psychological attributes of the matrons and aides.
6. Psychological pre-testing of institutional aides to weed out "acting-out" adults who may free their own frustrations at the inmate's expense.

7. Personal involvement of the adolescent offender in her own rehabilitation, building up her ego-strength and eliminating her feelings of being manipulated.
8. Giving the child an increased amount of responsibility in institutional household management and, in fact, opportunities for success experiences.
9. The specific offenses are vague according to documents forwarded by some county courts. It is possible that a counselor knows very little about why the child is sent until a case-history summary is forwarded at a later date. With the girls averaging only a month's delay between original offense and revocation of parole, the task of the institution is indeed great. A clearer system of the recording of data and of delineating legal terms into psychologically sound vocabulary is needed.
10. An improvement in, and through, consideration of diagnostic procedures for pre-juvenile offenders.

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