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GRADUATE COLLEGE

A PROGRAM TO ALLEVIATE JUVENILE DELINQUENCY THROUGH THE COORDINATION OF EDUCATIONAL AND OTHER COMMUNITY SERVICES IN OKLAHOMA AND TULSA COUNTIES

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A PROGRAM TO ALLEVIATE JUVENILE DELINQUENCY THROUGH THE COORDINATION OF EDUCATIONAL AND OTHER COMMUNITY SERVICES IN OKLAHOMA AND TULSA COUNTIES

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A PROGRAM TO ALLEVIATE JUVENILE DELINQUENCY THROUGH THE COORDINATION OF EDUCATIONAL AND OTHER COMMUNITY SERVICES IN OKLAHOMA AND TULSA COUNTIES

CHAPTER I

INTRODUCTION

The term "Juvenile Delinquency" is relatively new in our culture. Just when the term began to appear is uncertain, but the equivalent of the term and of the state of delinquency has been known since ancient days. Wayward youth, headstrong progeny and wild children are terms used in medieval literature. The problem of lawless youth is not new.[1]

Few social problems in the current scene draw as much attention and publicity as juvenile delinquency. Stories about juvenile delinquency are found in newspapers, in all types of magazines and heard over radio and television. These references are frequent, often condemnatory and inflammatory, as they picture the misbehavior of today's children in communities throughout the United States as well as other nations of the world. As is true of so many other such

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[1] Negley K. Teeters and John O. Reinemann, The Challenge of Delinquency (New York: Prentice-Hall, Inc., 1950), pp. 41-42.

intricate social problems, no overall solution is in sight in solving the problems of juvenile delinquency.[1]

The extent of juvenile delinquency in the United States is not and can not be known at the present time. This lack of knowledge and information arises from an almost complete lack of uniformity in definitions of delinquent acts by different communities and even by different personalities involved in law enforcement within the same community.[2]

The difficulties in obtaining accurate information on how many youth and children participate in delinquent behavior are summarized by Block and Flynn:

> 1. Lack of uniformity in reporting and no compulsory registration of youthful offenders;
> 2. Differences in the way courts classify and handle delinquents;
> 3. Variations in how youngsters with problems are referred to community agencies for handling;
> 4. Variations in the methods of reporting the reception of children in institutions; and
> 5. Differences in the way police handle and refer children for misbehavior.[3]

In any investigation into the extent of juvenile delinquency the only figures available which are accurate are those reported on arrests. The statistics then are indices of arrests and not offenses. However, even with the lack of

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[1] Bernice Moore, Juvenile Delinquency Research Theory and Comment (Washington, D. C.: Association for Supervision and Curriculum Development, 1958), p. 1.

[2] Ibid.

[3] Herbert A. Block and Frank T. Flynn, Delinquency: The Juvenile Offender in America Today (New York: Random House, 1956), p. 25.

complete knowledge as to the extent of the problem most authorities agree that the indices of juvenile delinquency point out a steady upward trend. As pointed out by B. M. Moore, two conclusions are apparent:

> First, from every available evidence, statistical and non-statistical, the problem of delinquent behavior is both intense and real. Second, whatever statistics are quoted to back a conservative or a radical or a middle-of-the-road position on the extent of delinquency must be quoted as indices and not as fact.[1]

Rubin pointed out that disease in man is not one problem but many and that there are many forms of illness, and many roads to prevention, cure, and health. The same is true of juvenile delinquency. It is not one problem but many. Delinquency has different meanings both to the individual and to society. There are many different aspects to the problem of delinquency--prevention, treatment, public attitude, legislative control, and administrative practices.[2]

The "tools and techniques" for working out the problem of delinquency are available in a community according to Salisbury. In his informal survey done in New York City and published in the New York Times under the title, The Shook-Up Generation, Salisbury indicated the cost of utilizing the "tools and techniques" would not be too high. He stressed that problems of delinquency can be met only by a unified

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[1] Op. Cit., p. 7.

[2] Sol Rubin, Crime and Juvenile Delinquency (New York: Oceana Publications, Inc., 1961), p. 1.

effort, creative imagination, and above everything else, personal responsibility and concern on the part of powerful citizens in all groups within the city.[1]

The United States is not unique in its delinquency problems as other nations face the same, if not an even more severe, socially destructive situation. However, in the other nations as well as in the United States, the number of delinquents is not overly large. An enormous percentage of youngsters are ordinary children who are interested in their studies, enjoy an occasional skylark, but are a credit to their parents and the community. This applies to children of all races, colors and creeds.[2]

Need for the Study

Authorities feel there are many problems within the area of juvenile delinquency in Oklahoma and Tulsa counties. If there are problems in these communities, the first step is to carefully investigate and define the extent and scope of the problem. With a clear knowledge of the scope of the problem the next step is to identify and describe the various community facilities available to combat the problem.

Much has been said about the difficulties encountered in attempting to coordinate community resources for the

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[1] Harrison E. Salisbury, The Shook-Up Generation (New York: Harper and Brothers, 1958), p. 5.

[2] Ibid., p. 8.

prevention and control of juvenile delinquency. Progress has been slow in view of the number of years that coordinating councils have been advocated and in some communities, finally established. Even so, there are relatively few coordinating councils in this country. Not all delinquency prevention programs must call for total community coordination; however, all programs must have for their success, cooperation among most agencies.[1] Even more emphatic is Senator Thomas J. Dodd's statement: "To win our common struggle against youthful criminality, we must coordinate our tactics in the field with our overall strategy. We must bring about maximum cooperation between all levels of government."[2]

The Vocational Rehabilitation Research and Demonstration Project, Number 949-P, A Coordinated Program of Rehabilitation Services for a Select Group of Inmates in the State Reformatory at Granite, Oklahoma, has demonstrated that a very high percentage of reformatory inmates are eligible for services of Vocational Rehabilitation on the basis of regular Vocational Rehabilitation criteria. Another finding of the project has been that in many instances, vocational training

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[1]David C. Twain, "The Coordination of Community Resources for the Prevention and Control of Delinquency" (Unpublished speech at the Fifth Annual Oklahoma Institute on Juvenile Problems, University of Oklahoma, March, 1962).

[2]Thomas J. Dodd, "Statement by Chairman, U. S. Senate Subcommittee to Investigate Juvenile Delinquency" (Unpublished speech at Fifth Annual Institute on Juvenile Problems, University of Oklahoma, March, 1962).

and counseling provided after a person is committed to such an institution comes too late to be of maximum benefit to the individual.

Also, Research and Demonstration Project Number 771--A Coordinated Program of Rehabilitation and Educational Services Leading to Job Placement for Disabled High School Students--has corroborated the findings of the Granite Reformatory Project. While this project is not devoted specifically to the juvenile delinquent, it is located in an area of Oklahoma City in which there is a high incidence of juvenile delinquency. As a result, approximately one-third of the clients in the project have encountered law enforcement officers and juvenile courts. The experiences in this project have led to the belief that preventive measures may be quite effective in combating juvenile delinquency.

The needs of the juvenile delinquent in Oklahoma as described by various people in authority in the state seem to fall uniquely within the realm of Vocational Education. Judge Homer Smith of the Children's Court in Oklahoma City described the needs of this group of people as being primarily vocational and educational. He mentioned specifically the needs for vocational guidance, training, placement and follow-up in working with this group of people. Judge Young of the Juvenile Court in Tulsa has also stressed the needs of the juvenile delinquent for vocational counseling, vocational training and job placement.

Statement of the Problem

The problem of this study is to analyze existing conditions and to develop a plan whereby the services and resources of the various community agencies in Oklahoma and Tulsa counties can be coordinated in conjunction with the school program to more effectively educate and rehabilitate juvenile delinquents. More specifically, the study may be divided into the following sub-problems:

1. Obtaining basic and necessary information regarding the extent and scope of the juvenile delinquency problem;
2. Defining the roles of the various local, state and federal agencies in the education and rehabilitation of the juvenile delinquent;
3. Determining the extent of physical and/or psychological handicaps among juvenile delinquents;
4. Identifying many of the problems encountered when working with juvenile delinquents in Oklahoma and Tulsa Counties; and
5. Formulating a program of coordinated action that can be utilized in the public schools toward the alleviation of juvenile delinquency.

Major Assumptions

The following assumptions were made in this study:

1. That a problem does exist to some extent in the area of juvenile delinquency in Oklahoma and Tulsa Counties.
2. That there are effective tools and techniques to utilize in combating juvenile delinquency.
3. That improved coordination of the existing community facilities and resources will enable the schools to do a more effective job of serving juvenile delinquents.

4. That most agencies involved in the problem will cooperate with the development of this study.

Limitations of the Study

The population for the study was limited to the juveniles in Oklahoma and Tulsa Counties during the period July 1, 1962 through June 30, 1963 who were referred to the juvenile courts. Also, the juveniles who were referred to the juvenile courts from sources other than law enforcement agencies were included in the study. These youngsters were generally referred by either their parents or school officials.

Definition of Terms

For purposes of this study the following definitions are used:

Juvenile--A male under sixteen years of age or a female under eighteen years of age.

Juvenile Delinquent--A juvenile apprehended by a law enforcement agency for misbehavior or a juvenile referred to the juvenile court for misbehavior.

Juvenile Court--A judicial institution established for the sole purpose of hearing cases concerning juveniles.

Childrens' Court--The same as Juvenile Court.

Procedure of the Study

The study was primarily dependent on the use of the survey. It included an investigation and analysis of available related literature. The study also included an investigation and analysis of the number of juveniles coming into contact with law enforcement agencies and courts in Oklahoma

and Tulsa Counties and the available existing resources and facilities established to serve these juveniles.

Information concerning the extent and scope of the problem of juvenile delinquency was obtained by gathering data from the Oklahoma City Police Department, and also the Oklahoma County Juvenile Court and the Tulsa County Children's Court. This information was recorded on IBM cards and tabulated in order that a description could be made of the extent and scope of the problem. This was a data gathering process and the only statistical procedures performed were the tabulation and ordering of material into meaningful graphs, charts and tables.

The gathering of the information regarding the agencies and organizations proceeded concurrently with the gathering of the above data. This information consisted of a list of most agencies concerned with the problem, a definition of their responsibilities as they described them, the facilities of each agency, and a brief statement of their work.

To determine the extent of physical and/or psychological handicaps among delinquents, the total population was reduced to a smaller number. This smaller group, consisting of one hundred and one juveniles, was chosen by selecting the subjects through the use of IBM machines in a random sampling method. Each juvenile making up this smaller group was interviewed, a review of his past school record made, the school and court officials responsible for the particular juvenile

interviewed, and health and psychological records reviewed. If necessary information in any of these cases was unavailable, diagnostic services such as physical examinations and psychological evaluations were obtained. On the basis of these interviews, records, test scores, psychological evaluations, and physical examinations the extent of handicaps was determined.

To identify the problems encountered when working with juvenile delinquents, to broaden the study, and to give a more realistic view of the statistics, case histories of twenty adjudicated delinquents were compiled and attempts made to coordinate all available services and resources in alleviating delinquency behavior of these subjects.

Ten referrals of adjudicated delinquents from each of the two juvenile courts were made for this study. The juveniles referred were selected at random by the probation counselors from the two juvenile courts. Special efforts were made to focus all available community services on these clients. To help determine the needs of these youngsters, psychological evaluations and physical examinations were completed as soon as possible.

During the period of working with these twenty juvenile delinquents, particular attention was focused on such things as: problem areas in the education and rehabilitation of juvenile delinquents; needed facilities; needed personnel;

and cooperative working arrangements among the courts, schools, and other agencies concerned.

The knowledge and information gained in the preceding phases of the study were utilized in the development of an extensive plan to educate and rehabilitate the juvenile delinquents in Oklahoma and Tulsa Counties.

Overview of Following Chapters

A study of available research and literature related to the subject is presented in Chapter II. Chapter III includes an analysis of the information assembled from the law enforcement agencies and the juvenile courts. Chapter IV includes a brief description and summary of the agencies working in the problem area. Information acquired concerning the random sample group is presented in Chapter V. Results and experiences received from working with the twenty adjudicated delinquents are summarized in Chapter VI. Chapter VII presents the written plan of action to educate and rehabilitate the juvenile delinquents.

CHAPTER II

A REVIEW OF THE LITERATURE

The following analysis of pertinent research and literature is presented in chronological order. An attempt was made to survey some of the most important pieces of literature in the field of juvenile delinquency giving an analysis and/or summation of each.

In 1930, the Wickersham Commission conducted a study of the prison population of adult penal institutions. This commission, officially known as the National Commission on Law Observance and Enforcement, did probably the most ambitious official study of the problem of delinquency and crime ever executed in the United States. This study revealed that fifty-four per cent of the prison population had been less than twenty-one years of age when committed to the penal institutions. Although the figures from the Wickersham Commission report are more than thirty years old, much of its work remains valid and important to authorities and students of the problem today.[1]

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[1]Winthrop D. Lane, "Crime and the Wickersham Reports," The Survey, Vol. LXVII, November, 1931.

In 1930, a study concerned primarily with the local area of Oklahoma was conducted by Webster. Her study pointed out the lack of facilities available in combating delinquency and recommended a juvenile court, one probation officer for each fifty delinquents, and at least one psychiatrist for clinical examinations. She also stated that poor home conditions and recreational facilities aggravated the problem and contended that records were inadequate for research.[1]

Two of the more prolific writers in the field of juvenile delinquency, Eleanor and Sheldon Glueck, published one of their best studies in 1952. In their social survey of 500 delinquent boys matched with 500 nondelinquents many characteristics were noted. The authors, at the onset of their book, state that although many youngsters violate the law by committing antisocial behavior such as stealing, sneaking into a theatre or playing truancy, they soon outgrow such peccadilloes and are not true delinquents. Children appear to be no worse for occasional and slight experimental deviations from socially acceptable norms of conduct. Since they soon voluntarily abandon such behavior, their misbehavior can not be credited as either symptomatic of deep-rooted causes or habitual.[2]

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[1] Laura M. Webster, Case Studies of One Hundred Juvenile Delinquents, (University of Oklahoma: An Unpublished Thesis, 1930).

[2] Eleanor and Sheldon Glueck, Delinquents in the Making (New York: Harper and Brothers, Publishers, 1952), pp. 6-7.

The Gluecks distinguished the delinquents from the nondelinquents by the following chief traits and characteristics:

> Physically, in being essentially mesomorphic in constitution (i.e., solid, closely knit, muscular); temperamentally, in being restlessly energetic, impulsive, extroverted, aggressive, destructive (often sadistic)--traits which may be more or less related to both their bodily structure and their erratic growth pattern with its physiologic consequences; in attitude, in being hostile, defiant, resentful, suspicious, stubborn, socially assertive, adventurous, unconventional, nonsubmissive (or ambivalent) to authority; intellectually, in tending to direct and concrete rather than symbolic, abstract intellectual expression and in being less methodical in their approach to problems; socioculturally, in having been reared to a far greater extent than the nondelinquents in homes of little understanding, affection, stability, or moral fiber, by parents usually unfit to be effective guides and protectors or desirable symbols for emulation; and under conditions unfavorable to the building of a well-balanced and socially adequate character and conscience.[1]

The approach to preventing delinquency must be made with a realistic attitude. There is no prophylactic agent that will prevent delinquency in the sense that an innoculation will prevent typhoid. Prevention of delinquency is a highly complicated affair that touches upon almost all social institutions and upon fields of science in which knowledge is as yet far from complete. Programs for prevention must take into account the multiplicity, variety, and subtlety of the factors which combine in varying ways and weights to induce habitual social maladjustment of juveniles. Prevention

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[1] Ibid., p. 185.

programs must be cognizant of the fact that children must live in the world as it is. Fundamental changes cannot be effectuated in a short space of time. Also, children can not be made good by removing evil out of their experiences. Character is not built in that manner.[1]

The Gluecks made their recommendations for establishing prevention programs in four general areas: (a) the traits and characteristics of the delinquent himself, (b) the family life, (c) the school, and (d) the employment of leisure time.

The greater incidence of mesomorphic constitutional physique among delinquents, and the excessive growth period of these boys at 13 to 14 years of age, provide targets for specific action. Special allowance must be made in all major channels of self-expression for the greater energy output of certain boys if their drives are not to take antisocial expression. There is a need for greater variety in curriculum patterns, leisure-time activities and vocational opportunities. The delinquents are inclined to the practical, concrete forms of mental activity and the school curriculums must take this into account. Experts in psychiatry and psychology should be consulted when planning curriculums for delinquents. School agencies and family clinics have the greatest opportunity for action directed toward specific goals.[2]

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[1] Ibid., pp. 190-191.

[2] Ibid., pp. 194-196.

The problem of family life is enormous in scope. Many crucial differences were found between the parents of the delinquents and those of the other boys--the greater intellectual and emotional abnormalities of the delinquents' grandparents and parents, the higher incidence of alcoholism and criminalism in the families in which the parents of the delinquent boys had themselves been reared; their more extensive physical, intellectual, and emotional handicaps as well as drunkenness and criminalism; their greater dependence on various social welfare agencies. All this suggests that the community must somehow break the vicious circle of character-damaging influences on children exerted by parents who are themselves the distorted personality products of adverse parental influences.

In the endeavors to break the vicious circle, the Gluecks recommended that: (1) agencies for the guidance of young people in the proper selection of mates and in preparation for marriage need to enlarge and enrich their techniques; (2) agencies interested in the recreational movement should formulate their plans and activities around a working principle of encouraging recreations that would engage the interest of the family as a unit; (3) to greatly increase the psychiatric, social, religious, educational and other community resources for improving the basic equipment of present and prospective parents in the assumption of a wholesome parental

role; and (4) to coordinate the community resources available to give the best results in the most economical way.[1]

Fundamental changes in the school curriculum and in teacher training must be made to combat certain temperamental and personality traits and special abilities and disabilities displayed by delinquents. Delinquents have difficulty in finding an emotionally sympathetic adult as a symbol for emulation around whom ideals and standards of behavior can be woven to form the core of character. School authorities must recognize the role of teachers as parent substitutes in the case of many children. Perhaps many more young men and husband-wife teaching teams should be employed in the early grades through the upper grades. In an enlightened educational system the school should focus the best psychiatric, psychological, medical, social, and other services on specific traits shown to be related to personality distortion and maladopted behavior at a critical point in the child's development when character and habit are still sufficiently plastic for effective therapeutic intervention.[2]

The study of leisure time by delinquents revealed a marked difference than the nondelinquent. In their lives on the city streets the delinquents were worse off than the nondelinquent. Community centers, church centers, boys' clubs and other agencies must take into account the preference of

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[1] Ibid., pp. 196-198. [2] Ibid., pp. 199-201.

the adventure-thirsty boys who dislike intensive supervision. Such agencies should experiment with various means of attracting and guiding this type of youngster into at least socially harmless if not positively constructive channels. There was strong evidence that the delinquents disliked the confinement of playgrounds, supervised recreations, or attendance at clubs or other centers. Also, the delinquents were more neglectful of church attendance.[1]

In concluding, the Gluecks state,

> If we recognize that this problem is not merely one of "bad" boys needing to be punished to make them "good", or even of misled boys needing to be treated kindly to make them "reform", but rather of disorders of temperament, personality, and character with an even more complex causative system than exists in many diseases, we will at least approach the problem with an attitude and an insight that give every promise of the ultimate achievement of effective remedies and preventive programs.
>
> Such an attitude and such an insight may be summed up simply in the recognition that in the eyes of science there are no "good boys" or "bad boys", but only children who need less help in growing up and those who need more.[2]

In 1958, Kvaraceus listed three kinds of facts that the community must procure and utilize if it hopes to prevent and control juvenile delinquency. First, there must be a clear conceptualization of the meaning and implications of the delinquency phenomena in our culture. Second, full information must be available in the local community situation. Third, antecedents and roots of the individual delinquent's

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[1] Ibid., pp. 206-207. [2] Ibid., p. 210.

behavioral adjustments through delinquent behavior must be carefully sought out.[1]

Teeters and Matza, in 1959, reviewed a number of studies which attempted to tabulate the extent of delinquency in the United States. They state that, "it has always been difficult--even impossible--to compute the extent of delinquency."

Nearly all of the reporting systems show a marked increase in juvenile delinquency over the past twenty-five years. The authors point out that the fundamental question is whether this increase in rates is highly fluctuating and that the alarming high rates in the late fifties seem dramatic only because we are forced to compare them with a period of history that accidentally begins with relatively low rates. To show evidence of this they reviewed local statistics that go farther back than twenty-five years.

A review of statistics of Cuyahoga County, Illinois infers a much higher delinquency rate in that county, including the city of Cleveland, during and immediately following World War I than during and following World War II.[2]

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[1] William C. Kvaraceus, "If Your School and Community Wants the Facts on Juvenile Delinquency," Exceptional Children, 25:57-67 (October, 1958).

[2] Negley K. Teeters and David Matza, "The Extent of Delinquency in the United States," The Journal of Negro Education, Vol. XXVIII, No. 3.

In 1959, Reiss and Rhodes conducted a study including 21,720 youngsters in Nashville, Tennessee to determine if there were any difference in educational goals and norms between conforming, delinquent and truant adolescents. This study shows that 57 per cent of the delinquents and sixty-one per cent of the truants want to quit school as compared to thirty-three per cent of the conforming adolescents. However, wanting to quit school is not a good predictor of either delinquency or truancy since there are many more conforming adolescents who want to quit school than there are delinquent or truant adolescents.

Delinquents and truants are more likely to want to quit school and accept the conforming goal of getting a job than they are to want to quit school because they regard the norm of compulsory school attendance as coercive. This suggests that rebellion against the norm as represented at least by truancy might be ameliorated, at least for a large number of truants and delinquents, by an opportunity to undertake a productive role in the labor force.[1]

To illustrate that certain areas of a city produce much more than its share of delinquents, Lohman referred to a seven year series (1945-51) of statistics compiled in Cook

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[1]Albert J. Reiss Jr. and Albert L. Rhodes, "Are Educational Norms and Goals of Conforming, Truant and Delinquent Adolescents Influenced by Group Position in American Society?" The Journal of Negro Education, Vol. XXVIII, No. 3 (Summer, 1959), 252-267.

County. These statistics compare various areas of the city. Of seventy-five community areas only twenty-two had higher rates than the city-wide rate. The nine areas of the city with the highest rates contained sixteen per cent of the city's boy population but had thirty-eight per cent of the delinquents. Of the 8,000 alleged male delinquents, over 3,000 were residents of these nine areas.[1]

The National Education Association Delinquency Project in its first report, Delinquent Behavior: Culture and the Individual, published in 1959, attempted to cut through some of the fog and folklore that shrouds the delinquency phenomenon and to conceptualize an integrated theory as an aid to planning action programs for combating juvenile delinquency.

This report pointed out four basic types of youngsters. These included: (1) the "normal" youngster who was not norm-violating and not emotionally disturbed; (2) the norm violating youngster with little or no emotional disturbance; (3) the "delinquent" and "disturbed"; and (4) the "disturbed" but not "delinquent." It was estimated that of the norm-violating group, seventy-five per cent would be classified in group two above. The other twenty-five per cent would be classified in group three. The report further states that

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[1] Joseph D. Lohman, "Juvenile Delinquency: A Social Dimension", The Journal of Negro Education, Vol. XXVIII, No. 3 (Summer, 1959), 286-299.

most of the group two delinquents stem from lower class cultural factors. These projected estimates infer that any action program to be effective with seventy-five per cent of the delinquents must be cognizant to the fact that these youngsters are immune and allergic to psychological approaches.[1]

In 1960 Shireman published some goals and tasks for correctional schools. He states that the task of the correctional school is to reeducate and rehabilitate rather than to provide mere incarceration or retributive punishment. One goal of a correctional school should be to give the institutional wards a healthy relationship with authority figures. Rebellion against authority is one of the most common elements in the personality of delinquent youths.

Proper limits upon youngsters' behavior can be of value to them. By setting such limits, we can provide an environment simple enough for a youngster to master. In mastering this simple society he may gain confidence and learn techniques for mastering the more complicated world outside the institution. The limits must not be too narrow if the youngster is to learn to make choices. Too much restriction leads to "institutionalization"--the creation of persons unable to live outside the sheltering walls of an institution.

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[1]William C. Kvaraceus, et al., Delinquent Behavior: Culture and the Individual (Washington, D. C.: National Education Association, 1959), p. 147.

In the proper use of limits upon behavior we may have another tool for the reconstruction of personality.

Many youngsters in a correction school have the basic problem of feeling unhappy, lonely or unsure that they are loved or liked by others. We may be able to do little about whatever it is that caused the trouble originally, but we may very well be able to provide them with an environment that will help them to begin to achieve social acceptance in their own age group. Another valuable experience a correctional school can provide is that of socially acceptable achievements. A pre-requisite for this is sound diagnosis of each boy's strengths as well as his weaknesses.

Correctional schools should offer youngsters as many chances as possible to find desirable models for hero worship and adult relationships. Correctional schools must strive to give the wards a living lesson in social ethics and moral values. Individual counseling must interpret the experiences the youngsters are receiving in the institution.[1]

Alexander reviewed some of the legal aspects of juvenile courts in general and contended that the constitutional rights of children and adults differ. He emphasized that in

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[1]Charles H. Shireman, "How Can the Correctional Schools Correct?", Crime and Delinquency, Vol.VI, No. 3 (July, 1960), pp. 267-274.

many cases, juveniles are rightfully deprived of many of the freedoms extended to adults.[1]

In an edition of the Federal Probation, Beck proposed a three prong attack for delinquency prevention and control. He made a number of suggestions of what needs to be done in areas of prevention, law enforcement, court services, institutional treatment and federal legislation.[2]

Also in 1960, Bordna proposed that school systems should, early in a child's life, begin to channel many lower-class youngsters into programs that would help them develop a successful school career. The later employment difficulties of many lower-class boys who leave school at sixteen are increased by the fact that they have received little or no systematic preparation for the labor market. The eventual occupational placement problems of delinquents and near delinquents are often enormous. Their own attitudes toward work, the fear and suspicion of employers, the environmental values which often scorn employment all operate against successful adjustment. Added to these is the simple fact of sheer lack of information concerning such things as "how to behave" when applying for work. For many of these boys the world of steady, stable wage earning is alien indeed. All of these

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[1] Paul Alexander, "The Fable of the Fantastic Delinquent", Federal Probation, Vol. XXIV (March, 1960), pp. 13-18.

[2] Bertram Beck, "The Young in Conflict: A Blueprint for the Future," Federal Probation, Vol. XXIV (June, 1960), pp. 35-40.

special difficulties are superimposed upon the fact that at the age of school leaving (sixteen for most) only the most poorly paid and insecure jobs are open to most lower-class boys.[1]

In 1961, Rubin published his book, Crime and Juvenile Delinquency. Almost the entire book was devoted to emphasizing the legal aspects of juvenile delinquency. He made a number of recommendations of how the laws, local, state and federal, should be changed. It was his opinion that a considerable alleviation of the juvenile delinquency problem would result with new types of laws.[2]

In 1961, Baxt reported the results of a research project. A pilot project, under the sponsorship of the New York City Youth Board, was established in September, 1957 to provide vocational adjustment services to young residents of the area as a supplement to other youth board efforts to contain and mitigate juvenile delinquency.

The objectives of the project were:

1. To provide direct job referrals and utilize other community resources to assist in job placement.
2. To make available individual vocational counseling.
3. To make every effort to assist the client in finding appropriate facilities when the need for educational and vocational training existed.

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[1] David J. Bordna, Sociological Theories and Their Implications for Juvenile Delinquency (U. S. Department of Health, Education, and Welfare, 1960), p. 22.

[2] Sol Rubin, Crime and Juvenile Delinquency (New York: Oceana Publications, 1961), p. 248.

4. To provide intensive follow-up to help the clients continue training and educational plans, develop skills on the job to increase his chances for being retained in the event of layoff, and prepare for promotional opportunities.
5. To reach out into the community with group guidance programs to stimulate interest in vocational planning and using the group technique for coping with common occupational needs and problems.
6. To provide an intensive vocational guidance and placement service to clients in a high delinquency neighborhood. The program was intended to be preventive as well as corrective.

The conclusions were:

1. The program does work! Many of the young people served by the project would have met with considerable delay, perhaps failure, had they tried job finding or vocational planning on their own.
2. Despite the youngsters' anticipated resistance, the majority responded to the agency very well and accepted vocational services as a means of coping with "normal" problems. They did not associate the program with either therapy or punishment.
3. There was considerable employer resistance to the hiring of delinquents.
4. It is feasible to provide specialized job placement and job counseling services for delinquent and predelinquent youngsters with the expectation that a substantial number will enter industry and that a good proportion of them will hold their jobs for extended periods, although some may require continued guidance.
5. Although the majority of these youngsters have no vocational goals, they will generally reject long term vocational planning when it is approached traditionally.
6. Many jobs are needed to meet the qualifications of this kind of group, particularly part-time positions for students.
7. Lack of social and personal skills more than lack of work ability handicap these youngsters in job seeking and work adjustment.[1]

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[1]Roland Baxt et al., "Specialized Vocational Service", Crime and Delinquency, Vol. VII, No. 1 (January, 1961), pp. 55-63.

In 1962, a journalist, Roul Tunley, published his world report on juvenile delinquency. After touring this country and foreign countries he was of the opinion that the European countries were much more creative and successful in their programs to combat delinquency. Throughout his book he emphasized the importance of constructive work programs for delinquents and predelinquents. Also, he emphasized the need for adequate probation services and other types of action programs. He was very critical of the amount and type of research being done in the area and inferred that much of the research and researchers were detrimental factors in establishing realistic prevention programs.[1]

Regarding probation services, Tunley says,

> Although adequate statistics are hard to come by, a recent three-state survey showed a recidivism rate of 20 per cent for probation. Most authorities would agree, I believe, that the rate varies between 10 and 40 per cent, according to the kind of probation services available. In view of these results, it is not surprising that Negley Teeters, the Temple University sociologist, says of probation, 'It's the only answer to reformatories and training schools.'
>
> As things now stand, almost no community has adequate probation. 'Probation and parole exist in name only in this country,' says Joseph D. Lohman. One could easily say of probation what has been said of Christianity: it has never really been tried.
>
> There are at present about 3,500 probation officers for juveniles in the United States and it is estimated by the National Council on Crime and Delinquency that another 7,220 are needed immediately if minimum standards are to be met. Unfortunately, only about half the counties in the nation have any probation services at all, and those that do are generally

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[1] Roul Tunley, Kids, Crime and Chaos (New York: Harper and Brothers, Publishers, 1962), p. 342.

> understaffed. The National Council, for example, recommends a caseload of no more than fifty youngsters for each officer, and yet the average runs about three times that. Some probation officers have as many as four hundred cases to handle. At present, the average time that an officer can spend with a child is less than one hour per month, and in some places, as I have said, the only contact is by postcard.[1]

In the well publicized report, "Social Dynamite in Our Large Cities", James Conant says,

> A study made of a slum section of 125,000 people, mostly negro, revealed that 70 per cent of the boys and girls between the ages of 16 and 21 are out of school and unemployed. Many of them impoverished and discriminated against, soon become "floaters" without attachments to either job or home.
>
> Big city schools should face the task of preparing average and below average youth for subsequent employment. To accomplish this, schools must expand their staffs; they must coordinate their efforts with employers, labor unions, youth welfare and employment agencies.
>
> Although juvenile delinquency will not be eradicated automatically, drastic measures should nevertheless be taken by the schools and community as a means of alleviating a problem long aggravated by complacency and negligence.[2]

Also in 1962, Yablonsky reported on the detached worker method of combating delinquency among gang members. In this approach a professional is assigned to a particular gang. The essential avowed goals of the youth worker is to redirect the gangs from destructive behavior patterns to constructive activities. Recreational programs are one of several methods of redirecting members into constructive

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[1] Ibid., p. 160.

[2] James B. Conant, "Social Dynamite in Our Large Cities", Crime and Delinquency, Vol.VIII, No. 2 (April, 1962), pp. 103-115.

activities. Building the recreational activity into the social fabric of the neighborhood is basic. Emphasis should be placed on maximizing the involvement of local volunteers; utilizing neighborhood facilities; and gaining local citizen monetary and moral support.

Also vital to the success of a prevention program is a concerted effort to provide job opportunities for youth. Two aspects of this problem are of significance: training for work and acquiring employment possibilities a difficult youth can fulfill.[1]

Stark reported the California Youth Authority is experimenting with an intensive treatment-control program in the community as a substitute for institutionalization of delinquents committed by the juvenile courts of two urban areas. Youths from an eligible pool (excluding the twenty-five per cent who are a threat to community safety) were assigned at random either to a community treatment group or to an institutionalized group; thus, a comparison was made of the relative effectiveness of the two programs in improving parole success and community adjustment of various types of delinquents.

Each youth entering the community program was classified and a treatment strategy developed for the delinquency pattern of each particular case. Agents worked with caseloads

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[1] Lewis Yablonsky, The Violent Gang (New York: McMillan Company, 1962), p. 226.

of eight, utilizing such treatment-control techniques as individual, group, and family therapy; school, work, and activity programs; foster and group homes; surveillance and temporary detention. Planning and follow-up staff meetings provided the material for developing hypotheses regarding maximally effective treatment-supervision plans for defined types of delinquents.

After eighteen months' experience, community treatment appeared feasible from the points of view of the community and the delinquent youth. The cost of the program, although much higher than parole, was substantially less than institutionalization.

The Community Treatment Project started with three main questions:

1. Is community treatment of confirmed delinquents feasible from the point of view of the community and the delinquent youth? In a short period of eighteen months this has been achieved affirmatively.
2. How effective is community treatment as opposed to institutional treatment? Indications are that wards treated in the community do at least as well as those sent to institutions.
3. Can various types of delinquents be identified and can an effective treatment-control plan in the community be developed for each defined group? The project staff is using a delinquent classification scheme as a guide to treatment planning. This has produced important leads concerning the program choice most effective for each type of delinquent.[1]

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[1] Herman Stork, "A Substitute for Institutionalization of Serious Delinquents", Crime and Delinquency, Vol. IX, No. 3 (July, 1963), pp. 242-248.

Massimo and Shore, reporting on a program for delinquent boys, state that traditional approaches to the treatment of adolescent delinquent boys have frequently been unsuccessful. A vocationally oriented psychotherapeutic program, administered by a single practitioner and utilizing job placement, remedial education and intensive psychotherapy in a concrete and individualized manner, brought about significant improvement in learning personality structure and overt behavior.

The major characteristics of the program were:

1. Initiated at the crisis point (dropped or expelled from school).
2. Original contact was on basis of "getting a job".
3. Pre-employment counseling--job readiness.
4. No part of the program was compulsory.
5. Flexibility of technique and service was maintained.
6. Mobility and action of therapist was emphasized.
7. Independence of the service from schools, court, etc., was made evident.
8. Treatment focused on individual responsibility (one to one basis).
9. The job mutually selected in terms of boys' interests, capabilities and goals.
10. After placement, the focus of psychotherapy shifted from job readiness to problems encountered on the job.

11. Remedial educational program tailored to individual needs and initially related to work performance.[1]

Chwast suggested that practitioners must seek what is realistically possible in treating delinquents. Doing this may necessitate radical innovations in goals and methods. The delinquent patient is typically resistant to treatment, consciously as well as unconsciously.

A therapist should aim for minimal objectives, the little bit possible at any given time. The overwhelming, adverse environmental problems of delinquents from the lower socio-economic class can hardly be dealt with in therapy. Even if the therapist can neither stop the delinquent from committing further offenses nor socialize him, he might aim at slowing up a rapidly deteriorating situation.[2]

In 1963, Palmore reported on a study conducted by himself and Phillip Hammond at Yale University in 1962. Their study was a retrospective cohort study of a known group of lower-class juveniles. The study was designed to explore the characteristics and records of a sample of lower-class children who were reaching school age in 1950 and who would have passed their juvenile years by the time of the study in

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[1]Joseph L. Massimo and Milton F. Shore, "A Comprehensive, Vocationally Oriented, Psychotherapeutic Program for Delinquent Boys", The American Journal of Orthopsychiatry, Vol. XXXIII, No. 4 (July, 1963), pp. 634-642.

[2]Jacob Chwast, "A Small Goal Is Big Enough", Crime and Delinquency, Vol. IX, No. 2 (April, 1963), pp. 158-162.

1962. The study consisted of 384 children, 328 who were members of families receiving assistance under the program of aid to families with dependent children and 56 children who were members of families classified in the lowest socio-economic class as measured by occupation, education, and income.

The findings of the study revealed that delinquency was significantly associated with several individual characteristics (nonwhite, male, low intelligence, and leaving school) that were considered as indicators of barriers to legitimate opportunity that produce anomie and delinquency. Delinquency was also significantly related to characteristics of defiant families (illegitimacy, absent parents, and delinquent siblings) and to characteristics of defiant neighborhoods (public housing and high neighborhood delinquency rates). These characteristics were considered to be indicators of access to illegitimate opportunities that increase delinquency rates.[1]

This review of literature concerning juvenile delinquency did not attempt to present a complete review. The problem of juvenile delinquency is not only an intricate problem in itself but the research and literature in this area is also enormous, difficult and multiphasic. An

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[1]Erdman Palmore, "Factors Associated with School Dropouts and Juvenile Delinquency Among Lower-Class Children", Social Security Bulletin, Vol. XXVI, No. 10 (October, 1963), pp. 4-9.

endeavor was made to present various ideas, theories and practices from several of the social science areas.

CHAPTER III

THE SCOPE AND EXTENT OF JUVENILE DELINQUENCY IN TULSA AND OKLAHOMA COUNTIES

In an attempt to define the scope, extent, and nature of juvenile delinquency in Oklahoma and Tulsa Counties, statistics were collected concerning juveniles who came into contact with the juvenile courts in Oklahoma and Tulsa Counties during the fiscal year 1962-63. Statistics reported in this chapter were compiled from data collected for this study and also data published by the two juvenile courts. In addition, information acquired for this phase of the study was derived by examining court records, and as completely as possible, securing the data indicated on Form A illustrated in Appendix A.

Although the type of information collected is similar to the data compiled by the juvenile courts, there is a major difference. Data compiled by the courts define and describe the extent of delinquency occuring each year. Data for this study were collected concerning juveniles who came into contact with the juvenile courts during one fiscal year, but the data included all previous judicial contacts of these youngsters.

Youthful offenders are referred to the juvenile courts through various means. Most of the court referrals come from law enforcement agencies such as city police departments, county sheriff's offices, highway patrol and the Federal Bureau of Investigation. However, court referrals also come from schools, parents, relatives, and professional persons such as doctors and lawyers. The information presented in this chapter is the accumulation of court referrals that represents offenses committed by juveniles which were brought to the attention of the courts. Actual offenses committed by juveniles are not and cannot be known at the present time. The information is, then, presented as indices of the extent of juvenile delinquency in Oklahoma and Tulsa Counties and not as a complete picture of the juvenile delinquency problem.

As the data was compiled, it became evident that in many instances there were no significant differences in the percentages between Oklahoma and Tulsa Counties. In presenting the results, when no significant differences existed, the findings of the two counties are grouped for simplification.

Number of Offenses

During the period July 1, 1962 through June 30, 1963, a total of 2,352 youngsters came into contact with the two juvenile courts in Oklahoma and Tulsa Counties. Comprising the total was 1,570 youngsters in Oklahoma County and 782

youngsters in Tulsa County. A record was made of each juvenile's offenses only to a total of six offenses. Therefore, the total of 4,440 offenses committed by the 2,352 juveniles is stated as a minimum number of offenses.

The total number of offenses is an accumulated total and includes all known offenses occuring between the time of the juvenile's initial court referral and the current referral. For example, a seventeen year old girl referred to the court during the study period could have been referred to the court the first time at age eight. In this instance, her record would cover a period of nine years.

Table 1 shows the number of delinquents who were referred to the juvenile courts during 1962-63 and the number of offenses they have been charged with since their initial court referral.

TABLE 1.--Number of juveniles referred to the courts and the number of offenses

Order of Referral	Number of Juveniles	Number of Referrals
1st	1,348	1,348
2nd	462	924
3rd	235	705
4th	140	560
5th	99	495
6 or more	68	408
Total	2,352	4,440

The average number of court referrals per youngster was 1.9 which includes all previous referrals regardless of the fiscal year in which the offense was committed. It should be noted the wide difference in the number of youngsters referred to the court for one offense as compared to the number referred for a second offense. The juveniles referred to the court for one offense only, comprise fifty-seven per cent of the total group.

Juvenile Court Dispositions

The juvenile judges take into account a number of factors involved in each individual case before rendering the courts' decisions. The most important factors are the number of previous court referrals and the intensity of the offense. The court dispositions are presented in Table 2 by percentages.

TABLE 2.--Court dispositions by percentages according to the order in which the offense was committed

Court Disposition	Offense				
	First	Second	Third	Fourth	Fifth
Dismissed	73	36	14	7	4
Probation	21	35	35	43	23
Placement	5	17	27	16	16
Training School	.3	6	20	29	53
Other	.7	6	4	5	4

The dismissed category includes those youngsters who were either reprimanded, no charges filed, or released to their parents. Probation includes those youngsters who were placed on probation and made responsible to a court appointed probation counselor. Placement includes the juveniles who were placed in a different residence such as other relatives, a foster home, or an institution other than training schools. Training schools include the juveniles who were sent to a state training school, a reformatory, or a security type of an institution. The "other" category includes such cases as assessment of fines, court disposition delayed for further investigation, or referred to another court.

Table 2 reveals what would be anticipated. Seventy-three per cent of the first offenders are dismissed and less than one per cent committed to a training school. Whereas, fifty-three per cent of the youngsters referred to the courts for their fifth offense are committed to a training school. Court records revealed that many of the delinquents coming before the courts for their fifth offense, and not being sentenced to a training school, had been committed previously.

To further analyze the juvenile courts' dispositions, comparisons were made between the dispositions and the four characteristics; number of referrals, sex, intellectual ability, and school behavior. There were no significant differences in the judicial dispositions of cases in terms of these four factors.

Type of Offenses

During the course of the project the type of offense was tabulated for each juvenile up to a total of five offenses. The twenty-five types of offenses used in the tabulations were combined into eight major categories according to the similarities of offense. Table 3 shows the type of offense committed according to the order in which they were referred to the court.

TABLE 3.--Type of delinquent behavior by percentage

Type of Offense	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense
Theft	29	28	28	28	28
Runaway	20	19	21	19	19
Disorderly Conduct	16	17	18	18	17
Vandalism	8	7	7	4	2
Auto Theft	6	8	7	10	10
Truancy	3	5	5	6	4
Sex Offenses	3	3	4	2	3
Other	15	13	10	13	17

An examination of this table shows the great majority of offenses fall into four major categories; theft, runaway, disorderly conduct, and vandalism. This holds true for each order of offense. To determine if these individuals tend to

commit the same type of offense, the IBM cards were separated according to the eight major categories, then each category was separated into the type of second offense, the percentage of these committing second offenses and the second offense was the same as the first was determined. The same procedure was followed through a total of all the recorded offenses. This showed, in the categories of theft and runaway, that fifty per cent of the juveniles committing either of these offenses as the first order repeated the same offense as the second order; of those committing either offense as the second order, fifty per cent also repeated as the third order. The fifty per cent figure remained the same throughout all orders of offense. The third and fourth most prevalent type of offense, disorderly conduct and vandalism, showed great variability with a much smaller percentage of juveniles repeating the same type of offense. The only other category which showed a high percentage of repeaters was that of auto theft which remained at the fifty per cent level through three offenses.

Characteristics of Juvenile Delinquents

Characteristics of the juveniles were compiled in several areas for this study. In order to better understand the total delinquency problem, data were compiled regarding sex, race, age and family status of the juveniles.

Sex

The total group of juveniles referred to the courts was sixty-eight per cent males and thirty-two per cent females. The percentage of females is higher than what is generally reported in most studies. The ratio of female cases to male cases generally runs from one to four to as high as one to nineteen.[1] Of the juveniles confined to the training schools in the 1962-63 fiscal year, sixty-five per cent were males and thirty-five per cent were females. The high per cent of females is due to the Oklahoma state law which classifies females as juveniles until they attain their eighteenth birthday, in contrast to the sixteen year limit for males.

Race and Nationality

In Tulsa County the Caucasian group, including the Mexicans and the Indians, comprised eighty-three per cent of the total and the remaining seventeen per cent were Negroes.

In Oklahoma County, seventy-five per cent of the juvenile delinquents were classified as Caucasian and twenty-four per cent were Negroes.

Age

The age groups represented by the court referrals are described in percentages in Table 4. Both the current age

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[1] Edward E. Schwartz, "Statistics of Juvenile Delinquency in the United States", The Annals, 1949, pp. 9-20.

when the data was compiled and the age at the time of the first offense are presented.

TABLE 4.--The age of juvenile delinquents

Age	Oklahoma County		Tulsa County	
	Current Age	Age at First Offense	Current Age	Age at First Offense
8	3	6	1	1
9	3	5	1	1
10	3	6	3	5
11	5	8	6	8
12	8	11	7	10
13	13	17	15	18
14	21	19	24	22
15	29	19	31	25
16	10	6	5	5
17	5	3	6	5
Avg. Age	13.8	12.9	13.9	13.5

Table 4 indicates that the Oklahoma County Juvenile Court serves a younger group of juveniles than the Tulsa Juvenile Court. In additional explanation of the table, it is noted that the sharp decline in percentages between the fifteen year old group and the sixteen year old group is due

to Oklahoma laws. A male is not considered a juvenile after he reaches his sixteenth birthday, whereas, a female is considered a juvenile until her eighteenth birthday.

Family Status

In evaluating the family background of the delinquents, court records disclosed only fifty-two per cent of the delinquents resided with both of their natural parents. Living with one parent only were twenty-nine per cent of the delinquents and living with one parent and a step-parent were thirteen per cent. Four per cent of the delinquents in both counties were living with relatives other than parents, generally grandparents. Two per cent were living with persons other than relatives or in institutions.

In reviewing the court records, many cases were difficult to determine the proper residential status of the youngsters in that their place of residence was altered on numerous occasions and to a variety of abodes. To further complicate the nature of family status, the families themselves were quite transient in numerous cases.

School Records

In attempting to better understand and work with the juveniles, court officials request school reports on many of the cases. In the cases included in this study, approximately fifty per cent of the court records disclosed a school report.

Data were compiled from 847 school reports in Oklahoma County and 284 reports from Tulsa County.

Intelligence

Presented on the following page is Figure 1, indicating the intelligence level of the juveniles referred to the courts as compared with the normal distribution of the population. It should be further noted that of the large group of youngsters displaying below average intelligence at least one-half would be classified mentally retarded. The mentally retarded comprise twenty-seven per cent of the total group of juvenile delinquents as compared to eleven per cent in a normal distribution.

In most cases the intelligence scores were derived from group tests such as the California Test of Mental Maturity. In many of the cases where the intelligence was reported as mentally retarded, an individual assessment such as the Stanford-Binet had been administered.

In order to determine if intelligence is a factor in the number of court referrals per juvenile, a comparison was compiled of the number of youngsters referred to the courts for more than one offense with their intellectual ability. Table 5 shows in percentages how many youngsters are referred to the courts according to number of offenses and intelligence.

Although the percentages show a small difference between the group with average intelligence and the group with

FIGURE 1. - Distribution of Intelligence Level

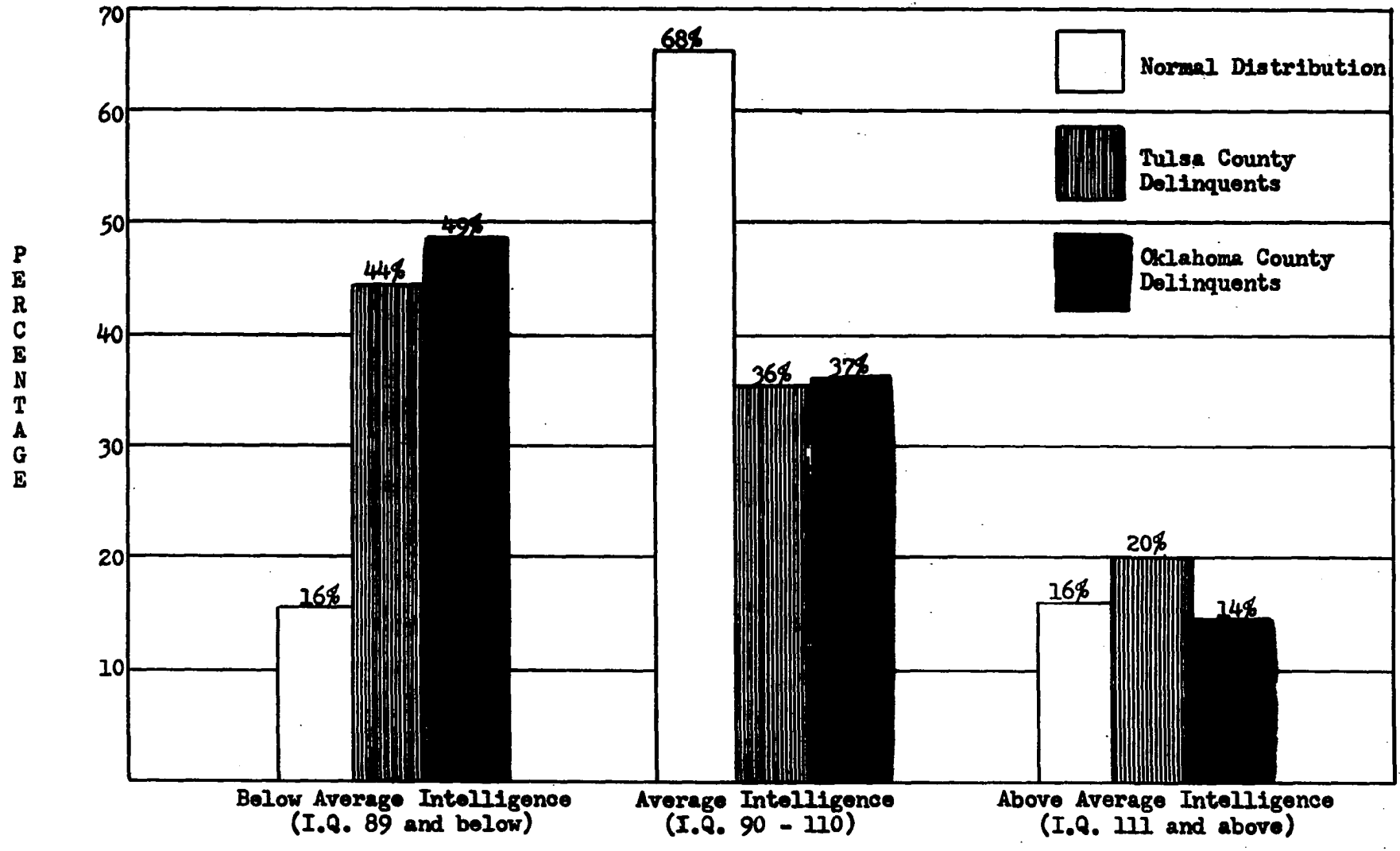


TABLE 5.--Comparison of number of delinquent offenses with intellectual ability

Intelligence	Number of Offenses			
	2	3	4	5
High	53	27	16	5
Average	76	43	25	10
Low	70	42	26	16
Retarded	78	64	46	31

below average intelligence, a large distinction appears between the highly intelligent youngsters and those that are mentally retarded. Table 5 demonstrates that the youngsters in the high intelligence group tend to be referred to the courts less than the other youngsters. The average number of court referrals are as follows: high intelligence, 1.9; average intelligence, 2.2; below average intelligence, 2.8; and mentally retarded 3.8. It appears that the number of offenses increase as the intelligence quotient decreases.

To determine if the courts dispense differential treatment to youngsters when a difference in intellectual ability is present, comparisons were made. Table 6 displays the courts' disposition of cases according to the juveniles' intellectual ability when the case represents the youngsters' first court referral.

TABLE 6.--Court disposition of delinquents by percentages

Court Disposition	Intelligence			
	High	Average	Low	Retarded
Dismissed	42	35	42	39
Probation	44	57	52	45
Placement	7	3	5	8
Training School	0	1	1	5
Other	7	4	0	3

The same comparisons made in Table 6 were compiled for second, third, fourth, and fifth offenses. Although some differences in court dispositions existed between intellectual ability groups, there was no established trend in the differences. A slightly higher percentage of the mentally retarded juveniles as compared to the remainder of the group were sentenced to a training school or placed in an alternate residence. Also, generally a slightly higher percentage of the youngsters in the high intelligent group were placed on probation following the first court referral.

To determine if any differences are present according to sex and intelligence, comparisons were made for these two factors. Table 7 depicts in percentages the sex of the juvenile delinquents compared to their intellectual ability.

TABLE 7.--The sex and intelligence of juvenile delinquents

Sex	Intelligence			
	High	Average	Low	Retarded
Male	68	66	73	74
Female	32	34	27	26

The group possessing high intelligence has the same percentage of males and females as the total group. The average intelligence group possesses a lower percentage of males than the total group, whereas, the below average and mentally retarded groups have a higher percentage of males.

School Conduct

In determining and classifying behavior and conduct at school, the counselor's and other school officials' descriptions were utilized. Conduct and behavior of the juveniles were classified into four categories: (1) good; (2) fair; (3) poor; and (4) expelled from school for disciplinary reasons.

Juveniles who were classfied as exhibiting good behavior were students who had no discipline record, were students who abided by school rules and regulations both in the classroom and around the school building, and were generally accepted by students and teachers. Students were classified in the fair behavior category if they exhibited fairly normal

behavior with only minor discipline problems arising in the school situation. Poor conduct was attributed to those students possessing lengthy discipline records and poor adjustment to teachers and/or fellow students. The juveniles expelled from school for disciplinary reasons comprised the fourth category. The delinquents classified as being expelled from school did not include those who were temporarily suspended from school for disciplinary action. Table 8 presents the percentage of juveniles classified in each category according to the county.

TABLE 8.--School conduct of juvenile delinquents

Counties	School Conduct			
	Good	Fair	Poor	Expelled
Oklahoma	7	50	36	7
Tulsa	5	27	48	20

There is a significant difference in the percentages reported from the two counties regarding the conduct of the juvenile delinquents. With the information compiled for this study, there is no means of determining the reasons for the differences.

Comparisons were compiled between school behavior and intellectual levels of the youngsters. Table 9 presents, in percentages, these comparisons.

TABLE 9.--A comparison of school conduct and intellectual ability among delinquents

School Conduct	Intelligence			
	High	Average	Low	Retarded
Good	17	9	4	2
Fair	47	49	52	43
Poor	31	36	36	44
Expelled	5	6	8	11

According to the school officials' descriptions of the juvenile delinquents, as evidenced in Table 9, the more intellectual ability a youngster possesses the better his school conduct. The less ability a youngster possesses the poorer his school conduct.

Comparisons were compiled between school conduct and court dispositions. There was no significant differential treatment by the courts toward youngsters who were classified in the different categories of school conduct. Comparisons were made for the first court referral only.

To determine if the youngsters who displayed poor conduct in schools also presented a larger problem to the courts, comparisons were compiled of the number of court referrals for each category of school conduct. Table 10 presents the percentage of youngsters in each category and the number of court referrals.

TABLE 10.--School conduct of juvenile delinquents compared with the number of court referrals by percentage

Number of Court Referrals	School Conduct			
	Good	Fair	Poor	Expelled
1	53	39	24	13
2	23	28	27	21
3	6	15	19	25
4	10	7	11	23
5	6	5	12	7
5+	2	5	7	11
Average Number	1.9	2.2	2.8	3.8

Table 10 indicates that the youngsters who are described by school officials as displaying poor school conduct or have been expelled from school, tend to be referred to the courts more often. On this basis, it could be implied that these youngsters who behave poorly at school also present the courts with more problems.

School Attendance

The school attendance of the juvenile delinquents was classified into four categories: (1) Good, less than three days' absences a semester; (2) Fair, three to eight days' absences a semester; (3) Poor, more than eight days' absences a semester; and (4) Removed from the school rolls because of

lack of attendance. The following table describes the attendance patterns of the juveniles by percentages.

TABLE 11.--School attendance patterns of delinquents by percentages

School Attendance	Tulsa County	Oklahoma County
Good	5	8
Fair	21	25
Poor	48	49
Removed from school rolls	26	18

Table 11 indicates a similar difference between percentages in school attendance in Oklahoma and Tulsa Counties as Table 8 did regarding school conduct. Again, no explanation for these differences can be implied on the information acquired for this study. The percentages indicate that the juveniles in Oklahoma County possess a better school record concerning both attendance and conduct.

Table 12 depicts the percentage of juveniles regarding their school attendance and intelligence.

It is apparent that the more intellectually endowed juvenile delinquents manifest a superior attendance record as compared to their counterparts with less ability. Most studies in which delinquents are described, emphasize the point that juvenile delinquents tend to possess negative feelings toward schools and school programs.

TABLE 12.--School attendance and intelligence of delinquents by percentages

School Attendance	Intelligence			
	High	Average	Low	Retarded
Good	17	8	6	5
Fair	42	27	21	22
Poor	32	49	58	54
Dropped	9	16	15	19

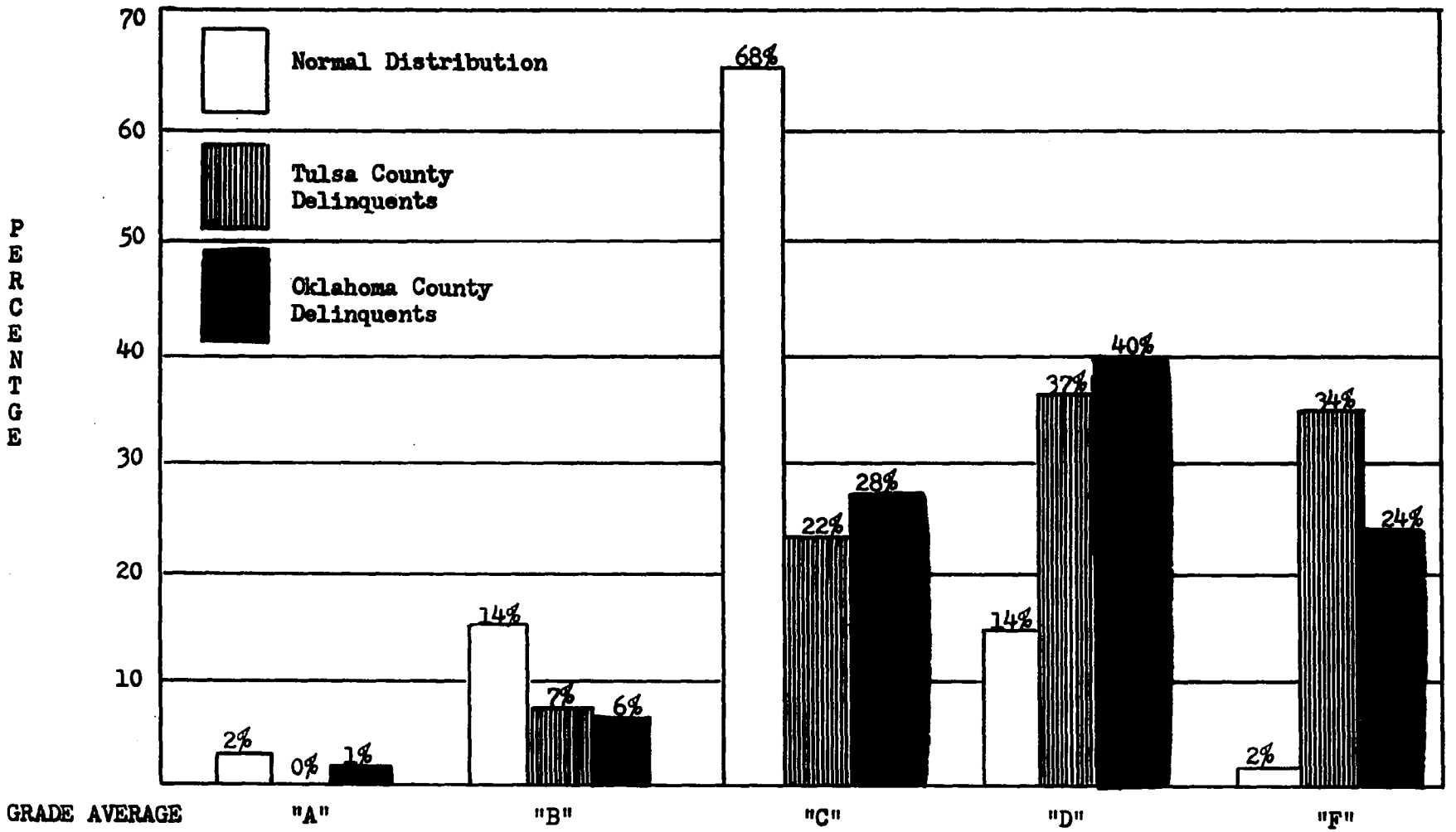
School Grades

Average grades were computed for the juveniles as shown on their school reports. To illustrate the difference between the juvenile delinquents and the total school population, a normal distribution of grades for the total population was assumed. Presented in Figure 2 on the following page is a graphical illustration of the juvenile delinquents' grade average accompanying a normal distribution.

Based on the factors previously discussed--intelligence, school behavior and attendance--the abnormally low grade averages compiled by the delinquents would be anticipated.

As indicated by the school records compiled by these youngsters the juvenile delinquents constitute a forcible enigma to educators. Brownell states that delinquency is related to schools in three ways: (1) Schools may produce

FIGURE 2. - Distribution of Academic Grade Averages for Juvenile Delinquents



delinquency; (2) Schools may help prevent delinquency; (3) Schools may help deal with delinquents through the curriculum and a program of activities.[1] It seems apparent that school personnel need to increase their endeavors so they may better meet the needs of juvenile delinquents.

School Districts

In order to ascertain the sections of the counties which exhibit a high rate of juvenile delinquency, a tabulation was made of the schools where the juvenile delinquents were enrolled. Nearly every secondary school in each county had at least one delinquent enrolled in the school. The highest contributing schools were those indicated in Table 13.

As evidenced by the percentages in Table 13, there is a higher concentration of juvenile delinquents in two attendance areas in Oklahoma County than in any school districts in Tulsa County. Central Junior-Senior High School and the combination Douglass Senior High and Moon Junior High, which serve approximately the same school attendance area, contain thirty per cent of the delinquents in Oklahoma County. Douglass and Moon serve most of the secondary Negro students in Oklahoma County. Central High School serves a large percentage of the low socio-economic neighborhoods of Oklahoma County which are not in the Douglass-Moon school district.

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[1]Samuel Brownell, "Delinquency--An Important Problem in Education," School Life (January, 1954), pp. 52-53.

TABLE 13.--Per cent of delinquents attending schools in Oklahoma and Tulsa Counties

Oklahoma County Schools	Per Cent	Tulsa County Schools	Per Cent
Central Jr./Sr. High	13	Central High	7
Douglass High	9	Roosevelt Jr. High	6
Moon Jr. High	8	Carver Jr. High	6
Capitol Hill Jr. High	7	Monroe Jr. High	5
Jackson Jr. High	4	Clinton Jr. High	5
Roosevelt Jr. High	4	Bell Jr. High	4
Classen Jr./Sr. High	3	Anderson Jr. High	4
Elementary Schools	17	Elementary Schools	8
Other Secondary Schools	35	Other Secondary Schools	55

CHAPTER IV

AVAILABLE RESOURCES

The handling of individual cases of juvenile delinquency combines aspects of treatment as well as prevention. The work of the juvenile court, the use of probation, and institutional placement are primarily devoted to treatment. However, they also serve the purpose of prevention by attempting, in individual cases, to prevent delinquent behavior from developing into more serious criminal attitudes and acts.[1] Also, some of the preventive type services such as recreational organizations and character-building agencies are interested, and sometimes equipped, in treatment services.

This section deals with social action in the field of juvenile delinquency as carried out by governmental agencies and other types of unofficial agencies, in Oklahoma and Tulsa Counties, in the attack upon the social problem, juvenile delinquency. An attempt was made to describe the most important agencies and services provided in both communities.

The information for this section was gathered through personal contact with the heads of agencies involved. In

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[1] Teeters and Reimann, op. cit., p. 622.

each instance, a visit to the facility was made and the actual operation of the program observed.

Law Enforcement

An efficient, well-paid, sympathetic, and alert police officer should be responsible for protection of life and property against the predatory behavior of maladjusted juveniles. The Oklahoma City and Tulsa Police Departments, which are responsible for apprehending the great majority of juvenile delinquents in their respective counties, have designated juvenile departments. Each of these two juvenile departments consist of a specialized group of plain-clothes officers selected for their understanding of young people. Any police officer may apprehend a child, but generally only members of the juvenile department question, reprimand, or decide to detain him.

An examination was made of the Oklahoma City Juvenile Department records. This examination revealed that during the fiscal year 1962-63 approximately thirty-nine per cent of the youngsters who came into contact with the juvenile department were handled through the juvenile officers and no detention or referrals were made to the court. In most of these cases, the youngsters were reprimanded and released to their parents. In most instances, this represented the first contact of the juvenile with law enforcement officials.

The remaining sixty-one per cent of the juveniles coming in contact with law enforcement officials were referred to the courts. At the time of detention and/or referral, the responsibility for further action rests with court officials.

Detention

Detention facilities in both Oklahoma and Tulsa Counties are used for much the same purpose as these facilities in other parts of the nation. The primary purpose being to temporarily hold a child away from his own home pending investigation and decision by the juvenile court.

The Berry House, a juvenile detention home, is organized and administered through the auspices of the juvenile judge of Oklahoma County. Juveniles are placed in detention generally by Oklahoma County law enforcement agents, but the court determines the length of detention for each youngster based on the individual attributes of the case. This facility has the responsibility for the physical care and custody under safe and healthful conditions while the investigation is completed. Treatment for emotional or mental conditions is not provided, but evaluations are obtained if needed.

In Tulsa County there are no juvenile detention provisions, and juveniles whom law enforcement agents feel must be detained, are confined in the County Jail. At present, there is an effort underway in Tulsa County to provide for detention facilities.

The lack of juvenile detention facilities in Tulsa County results in a much smaller percentage of juveniles being detained in that county. Less than eleven per cent of all first offenders in Tulsa County are placed in detention while one-third of the first offenders in Oklahoma County are placed in Berry House.

Juvenile Courts

Oklahoma State laws are permissive type laws regarding juvenile courts. If a community does not establish a juvenile court, cases are tried in the County Court. In Oklahoma and Tulsa Counties, juvenile courts have been established. The juvenile courts have exclusive court jurisdiction of dependent, neglected and delinquent children. That is, their jurisdiction is not concurrent with a criminal court. However, this holds true in state and local affairs only with federal offenses sometimes being tried in federal courts.

Both judges operate their courts according to established standards. That is, private court hearings are conducted with informal, non-criminal procedures being utilized. Both courts are organized similarly, with the judge as the administrator and an assistant performing many of the administrative tasks. Probationary services for the juveniles are also the responsibility of the judges. In both counties, they have delegated the authority to administer the probationary services to an administrative assistant.

In Oklahoma County, the detention home facilities are under the jurisdiction of the juvenile court. In Tulsa County, although there are no detention facilities, there is a treatment-type residence school that comes under the jurisdiction of the juvenile court. The court procedures, probationary services, detention facilities, and treatment center facilities are primarily the major responsibilities of the juvenile courts in the area of delinquency.

Standardized records of all cases are compiled, but the two courts use and maintain different sets of data. The Tulsa Court uses the Juvenile Court Statistical Card published by the Department of Health, Education, and Welfare. The Juvenile Delinquency Subcommittee of the Governor's Committee for Mental Health, recommended that all court cases concerning juveniles be reported on this form and the data sent to a central compiling agency. If the state courts would utilize the Juvenile Court Statistical Card, a more standardized set of data could be formulated, maintained, and published.

Probationary Services

Probationary services in both courts are organized and administered in a similar manner. However, the probationary department in Tulsa County is better staffed. The number of probation counselors and intake workers is approximately the same in the two counties with Oklahoma County serving more juveniles than Tulsa County. In addition to the better

ratio of probation counselors to juvenile delinquents, the Tulsa probation department has a full-time court psychologist for diagnostic and consulting services.

The probation counselors and intake workers are primarily responsible for investigating the social facts and obtaining pertinent data concerning the child's personality prior to the court's official decision, and for supervising the youngsters placed on probationary status by the judge. In addition to these two responsibilities, the probation counselors are often called upon to perform various other tasks. Maintaining an accurate record of the individual cases is an important aspect of the probation counselor's job. Also, interpreting the functions and activities of the juvenile court and the probation department to the public is another example of the various tasks performed.

Institutions

Lakeside Home

Lakeside Home, a treatment-type residence school in Tulsa County, is the responsibility of the Tulsa Juvenile Court. Lakeside appears to be a fine facility that can accommodate a maximum of twenty-four boys and girls. The facilities at Lakeside are established to provide treatment-type services for delinquent youngsters. The school is at the edge of the city in a pleasant atmosphere. No security

measures are enforced, which necessitates that youngsters placed at Lakeside will remain there on their own discretion.

Youngsters placed at Lakeside reside at the school and receive their academic schooling while there. There are no arrangements for youngsters of less than average intelligence. A psychologist is employed full time for diagnostic and therapeutic services. The program of services at Lakeside, in addition to the academic and therapeutic aspects, includes paid work experience for a local manufacturing concern, recreational activities, and empathetic adults to whom the children can relate.

Tulsa Boys Home

Similar to Lakeside School is the Tulsa Boys Home. This home is a non-profit institution founded in 1918 and controlled by a board of directors composed of qualified and civic-minded businessmen. The home was established for the care, rearing, and training of orphaned, homeless, neglected, predelinquent or underpriviledged boys so that they might grow to manhood in a healthful and normally wholesome environment. The home is supported financially by voluntary gifts from organizations and individuals.

Tulsa Boys Home is located in the Tulsa city limits. Three modern fireproof brick dormitories with a capacity of sixty-six boys are now in operation. A new addition, now being completed, will increase the capacity to ninety. The

program consists of manual training, recreational activities, part-time work experiences, and public school education.

Although most of the boys at the Tulsa Boys Home are either orphaned or neglected, the delinquent and predelinquent boys are receiving good care. Chronic delinquents and juveniles whose mental or physical condition is such that they cannot attend public school are not eligible for placement.

St. John Vianney School

Located at Jenks, Oklahoma in Tulsa County is St. John Vianney School. St. John's is a training school type of institution for girls, administered by the Catholic Charities. The purpose of the school is the re-education of teenage girls with unsolved problems.

Placement of girls at St. John's is made through the juvenile courts and Associated Catholic Charities of Tulsa and Oklahoma City. The school can accommodate 102 girls between the ages of twelve and eighteen. The school does not accept mental or maternity cases.

The program at St. John includes regular classroom work in the seventh and eighth grades, the state-required academic high school subjects, and specialized work in art, music, tap and ballet dancing. The school activities are geared to work with delinquent girls; however, most of the more troublesome cases are transferred by court order to the state training schools. The operation lends itself very

favorably to the state system by functioning as an intermediary training school institution.

State Training Schools

There are four state training schools in Oklahoma. During the fiscal year 1962-63, a total of 968 juveniles were confined in these schools by the County and Juvenile Courts. The four state training schools in Oklahoma, their maximum operating capacities, number of juveniles confined during the fiscal year, and the average length of confinement are depicted in Table 14.

TABLE 14.--Confinement and capacity of Oklahoma State Training Schools--1962-1963

Training School	Average Month Confinement	Maximum Capacity	Number Confined
White Boys	5.2	135	417
White Girls	9.4	125	250
Negro Boys	13.8	110	209
Negro Girls	18.2	40	92

The decision to keep or release a student is made by the personnel of the training school on the basis of the individual's readiness for release. The sentencing judge is asked for recommendations regarding the pending release of an individual. In many instances, however, juveniles are released to make room for new committments rather than on the

merits of the individual student. The shorter average number of months of confinement for white boys is an indication of the greater number of confinements in this category rather than any superior ability of this group or proficiency of the training school program. As evidenced by the above table, the training school facilities are over-extended. On July 6, 1961, the 28th Legislature transferred the administrative responsibility of the training schools to the Department of Public Welfare. This department has instigated an ambitious program concerned with the repair and renovation of the buildings, increased professional services for a rehabilitative institutional environment, and a program of after-care supervision following recommended release of each student.

In visiting the institutions, it is apparent that the renovation, remodeling and repair program is proceeding sufficiently. The implementation of increased professional services is manifested in the augmentation of additional psychological and social work employees assigned to the training schools. The after-care supervision of released students appears to be developing satisfactorily.

Although the department has completed a number of needed changes and increased the quantity and quality of services, there are an additional number of contemplated revisions of the training school program in the planning stages.

The two counties under study, Tulsa and Oklahoma Counties, are the predominant contributing counties to the

population of the training schools. Of the total 968 juveniles confined to the four training schools, 336 or 34.7 per cent were committed from Oklahoma County and 110 or 11.4 per cent were committed from Tulsa County.

Boys Ranch

Boys Ranch is an institution operated and financed by the Child Care Department of the Oklahoma Baptist Convention. The ranch is composed of 160 acres and is located near Oklahoma City in a rural area. The physical facilities are all fairly new and appear in excellent condition. The three dormitories can accommodate fifty-seven boys, mostly in semi-private rooms. Each dormitory has a set of house parents who reside in the dormitory. Admission policies state that any nine to fourteen year old predelinquent or delinquent boy is eligible for admission regardless of religious background. However, mentally retarded boys are excluded. The boys attend public school at Edmond, Oklahoma and there are provisions for boys to receive remedial reading instruction at Central State College if needed. The ranch operates some farming activities and all the boys have prescribed chores to perform in addition to normal tasks such as keeping rooms clean and doing their ironing. Sunday morning church attendance is required and all the boys are encouraged to participate in school extra-curricular activities.

I. O. A. Ranch

Individual Opportunity for Achievement (I. O. A.) Ranch is located near Perkins, Oklahoma and is financed by the Lions Clubs and private contributions. The ranch can accommodate twelve boys; however, it appears that the physical facilities offer only cramped living quarters for this number. Farming activities are carried on by the boys in addition to their school activities in the Perkins Public School System.

Wagon Wheel Dude Ranch

The Wagon Wheel Dude Ranch is a private organization located near McCloud, Oklahoma. The ranch is financed through tuition and fees. However, the owners do accept some boys and girls on free tuition. Both boys and girls, seven to nineteen years of age who are average or above in intelligence yet have definite learning problems due to emotional difficulties are eligible for placement at the ranch. The youngsters if well enough adjusted attend the public school in Dale, Oklahoma. The ranch has a maximum capacity for fifty boys and girls. The children live in small groups of four or five with a student counselor assigned to each group.

Taylor Home and Blinn House

Oklahoma County maintains and operates two institutions for the boarding of neglected and/or delinquent children. The homes are Taylor Home for boys and Blinn House for girls. The two homes are under the jurisdiction of the Oklahoma County judges; however, there is an apparent trend

toward permitting the Oklahoma County Juvenile Judge to act as the primary administrative executor. Taylor Home accepts boys seven years of age and older. If no alternate arrangements can be made, boys may continue to reside at the home until graduation from high school. The Taylor Home has a capacity of twenty-five boys. The Blinn House has a capacity of eighteen girls and has the same entrance and residence requirements as Taylor Home. Both homes are well staffed for supervision of the youngsters and would be even more effective if money were available to instigate more treatment facilities.

Wesleyan Youth Incorporated

The Wesleyan Youth Incorporated is a privately administered institution financed entirely from contributions. The facilities are very marginal and the staff consists of a preacher and his wife who have no formal training in working with juveniles. Boys are accepted from Oklahoma and McClain Counties with a maximum number of fifteen. The boys attend Carl Albert High School when they desire to attend school. Wesleyan Youth is apparently the only institution in the state which will accept a youngster who has been previously committed to a training school.

Other Institutions

Some of the other institutions in Oklahoma include: Turley Children's Home and Westview Boys' Home operated by the Church of Christ; American Legion Home for delinquents of

veterans; Goodland Presbyterian Home at Hugo, Oklahoma; Methodist Boys Home at Gore, Oklahoma; Miracle Hill Home; and Methodist Deaconess Hospital for Unwed Mothers.

Agencies and Services

In Tulsa, three agencies have departments established for the purpose of counseling with youngsters possessing behavioral problems and with youngsters' families. A review of the court records revealed that many youngsters are referred to these three agencies.

The Child Guidance Clinic, connected with the Tulsa Children's Medical Center, is a specialized agency for the diagnostic study and treatment of children who have emotional problems and other difficulties in adjustment. In addition to diagnosis and treatment of children, the Clinic offers psychiatric consultation to agencies, physicians and schools about individual cases or regarding special aspects of their programs.

The Family and Children's Service, Inc., is an agency supported financially by the Tulsa Community Chest to encourage and foster wholesome family life and to provide professional casework counseling to individuals and families who are confronted with personal or family problems. Casework services are available to individuals and families with problems such as marital difficulties, parent-child relationship, personality difficulty, emotional or physical handicap, and unmarried parenthood.

The Tulsa Public Schools have established the Department of Visiting Counselors. The purpose of the department is to provide additional guidance and counseling service and to maintain a personal contact with the parents of children who present problems in connection with their adjustment to the school program.

In Oklahoma County, the Association of Catholic Charities maintains counseling and social work services for families that are having problems. A number of youngsters and their families are referred to the Association of Catholic Charities by the Oklahoma County Juvenile Court and apparently a very cooperative arrangement exists between the two organizations.

The Big Brothers, a national organization, has established a chapter in Oklahoma County with a great deal of encouragement from the juvenile court. Presently, there is a full-time employed director for the organization, but there is a lack of enough men volunteering their time to make the organization fully effective. Although the organization's activities are directed primarily toward boys without fathers, much good can be accomplished with pre-delinquents and delinquent boys when the right type of men volunteer to work with them.

The Pupil Services Department of the Oklahoma City Public School System maintains visiting counselors and diagnostic services for children and their families who are

identified as behavior and adjustment problems in the public schools. A number of qualified and competent people are employed in this department to serve both individual students, their parents, and their teachers.

In addition to professional people and private hospitals, the Oklahoma University Hospital and the Oklahoma County Mental Health Clinic both operate facilities to serve emotionally disturbed youngsters on an out-patient basis. The Variety Health Center provides similar services to meet the physical needs of juveniles.

CHAPTER V

THE EXTENT OF PHYSICAL OR PSYCHOLOGICAL HANDICAPS MANIFESTED IN JUVENILE DELINQUENTS

In order to ascertain the extent of physical or psychological handicaps manifested by the juvenile delinquents in Oklahoma and Tulsa Counties, a random sample was chosen from the total group. For each juvenile who had been referred to either the Tulsa County Juvenile Court or the Oklahoma County Juvenile Court, information was acquired as completely as possible corresponding to Form A in the Appendix. The information was placed on IBM cards and the cards were mechanically manipulated to insure that they were in no meaningful order. The sample, composed of one hundred and one juveniles, was selected at random.

The random sample unit was composed of twenty-six youngsters from the Tulsa County Juvenile Court and seventy-five youngsters from the Oklahoma County Juvenile Court. In order to determine the representativeness of the sample unit to the total population, comparisons were made of the percentages of the total population and the sample unit regarding the four factors--race, age, sex and intelligence. The

comparisons revealed the random sample group to be representative of the total population in terms of these four factors.

The first procedure utilized to determine the extent of physical or psychological handicaps was to scrutinize the court and police records of the juveniles for evidence of possible handicaps. Next, a review of each juvenile's health, academic, and counseling school records was conducted to disclose any evidence of possible handicaps. Following the investigation of the records, a personal interview was conducted with each juvenile. The interview was of a structured nature, purposely designed to reveal any possible physical or psychological handicaps.

To augment validity of the interviews and records, school counselors, teachers, nurses and other school officials were interviewed. The opinions of the school personnel were very valuable in clarifying many of the cases.

In many instances, the court or school records revealed a recently completed evaluation of a physical and/or psychological nature. In those cases that did not disclose a recent evaluation, and where evidence existed that a possible handicap might be present, an endeavor was made to secure proper diagnostic examinations. In addition to the available court and school diagnostic records, thirty-one juveniles were examined by either a medical doctor, a psychologist or both, for the purpose of determining the extent of handicaps of this sample group. An attempt was made to have six other

youngsters examined, but opposition on the part of the youngsters or their parents defeated the attempts.

Of the one hundred and one juveniles composing the random sample unit, thirty-two were not contacted because of the following reasons: seven of the youngsters had come into contact with the juvenile courts by being apprehended in Oklahoma City or Tulsa as runaways from locations out of state and were returned home; seven had definitely established residence in other states; three had their residence transferred by court order, two in foster homes and one in an institution; and fifteen remained uncontacted after numerous pursuits failed to locate them.

The large percentage of youngsters who were not contacted in the random sample group is indicative of the very transient nature of many of the juvenile delinquents. The mobility of these youngsters and their families pose a serious obstruction in serving or completing research regarding them.

Four of the youngsters contacted were so noncooperative that no definite decisions were made concerning the presence or absence of handicaps. One of the juveniles had been committed to a training school for a period of time and another had been treated in a hospital on two occasions for extreme nervous disorders.

A total of thirty-six youngsters could not be located or were uncooperative to the degree that no definitive

findings could be obtained. The remainder of this section reports the data from the sixty-five juveniles who were available for the study.

Twenty-three, or 35.4 per cent of the juveniles were classified as having no physical or psychological handicaps The youngsters were placed in the category of possessing no physical or psychological handicaps following intensive investigation into each case. Eight of the juveniles were evaluated by psychologists, and even though they had displayed some anti-social behavior they were not evidencing any psychological handicaps at the time of their evaluations. The eight youngsters who received psychological evaluations were all products of very low socio-economic environments and all could probably be classified as being socially deprived.

The remaining fifteen juveniles who were classified as displaying no handicaps and were not provided psychological evaluations, also possessed only very minor charges on their court records. In all probability, these youngsters would be described as non-delinquent in behavior with little chance of encountering the juvenile courts again.

Only two juveniles exhibited any form of physical disabilities. One boy had a bad case of asthma. This boy had been apprehended for only one minor incident, displayed a very good school record, and would probably not be classified as a delinquent youngster who might encounter the juvenile court again. The disability of the other physically

handicapped boy was one of obesity. This boy had a lengthy court record, but, according to a psychologist who had worked with him over a long period of time, had adjusted quite well. School officials verified the psychologist's report and stated that the boy had adjusted to the school environment and was currently doing excellent school work.

The forty juveniles who were classified as psychologically handicapped were all provided psychological evaluations. Eight of the forty were mentally retarded on the basis of an individual intellectual assessment provided in the psychological evaluation. The remaining thirty-two juveniles were evaluated by psychologists as exhibiting some type of psychological or emotional maladjustments.

Of the psychologically maladjusted juveniles, only three were classified by the psychologists as exhibiting severe emotional disorders. Individual psychotherapy was recommended for these three youngsters. The remaining twenty-nine juveniles were described as possessing maladjustments of a lesser nature. Recommendations for the youngsters with less severe emotional maladjustments generally were either removal from the home, guidance and counseling, placement in a structured environment, or some combination of the three.

Implications included in most of the psychological evaluations were that the youngsters exhibiting maladjustments would continue to become progressively worse if individual counseling were not provided. Many of the youngsters

exhibited an immediate need for an adult with whom they could identify in order to more realistically develop adult responsibilities.

Certain assumptions could be implied concerning the thirty-six juveniles who were not located or were uncooperative. There was evidence that eight had some psychological handicaps, four were mentally retarded, and one possessed a physical handicap of a congenital nature.

Based on the percentages of the sample group, approximated numbers can be related to the total group. The approximate number of total handicapped youngsters are based on percentages definitely revealed in the sample group. As evidenced in the above paragraph, there probably are handicapped youngsters in the group which were not located or were uncooperative.

Of the total 2,352 youngsters referred to the juvenile courts during the fiscal year 1962-63, approximately 750 would reveal evidence of emotional disturbances. Seventy of these youngsters would probably be classified as more severe cases who would need a great deal of professional help. The remainder, according to the psychologists, need individual guidance and counseling, a structured environment, removal from the home, or some combination of the three. Approximately, 190 of the total group would be classified mentally retarded on the basis of individual intellectual assessments.

Approximately fifty youngsters would possess some type of physical handicaps.

CHAPTER VI

CASE STUDIES

In order to determine the problems encountered when working with juvenile delinquents, to broaden the study, and to give a more realistic view of the statistics, case histories of twenty adjudicated delinquents were compiled and attempts were made to coordinate all available services and resources in alleviating delinquency behavior of these subjects.

Probation counselors from the two juvenile courts referred twenty adjudicated juveniles for this study. Ten juveniles were referred from the Oklahoma County Juvenile Court and ten from the Tulsa County Juvenile Court. To help determine the needs of these youngsters, psychological evaluations and physical examinations were obtained.

During the compilation of the twenty case histories, when recommendations to meet specific needs were expressed, special efforts were made to focus all the available community services for these juveniles. While attempting to coordinate the various community services, special attention was accorded to such matters as: problem areas in the education and rehabilitation of juveniles; needed facilities and personnel;

and the cooperative arrangements and attitudes among the schools, courts, and other concerned agencies.

A brief summary of each of the twenty case histories is presented in Appendix B. The summaries include such factors as: family background; socio-economic status; school progress; results of psychological evaluations and other pertinent information.

Since the number of case histories composed a minimum total group, no statistical analysis was performed. A summary of the data did reveal some pertinent information. This data summary, with some implications, is presented for consideration.

Composite Findings from the Case Studies

In all instances the subjects were products of broken homes or homes of extensive family disharmony. Since the family is the matrix of fundamental training and, as such, holds a high place in the stimulation of conduct, it is readily apparent that conflict within the family can engender frustration with accompanying anxiety and hostility among the juveniles.

In all instances, overt defiant behavior occurred in the school environment prior to court referral. The defiant behavior took the form of absenteeism, nonconformity, misconduct or lack of academic strivings. Presently, all of the youngsters except two are making very poor school records or

have terminated their public school education entirely. Three girls have terminated their education because of pregnancies. Five youngsters have either dropped out of school or have been expelled for disciplinary reasons and four are presently committed to a state training school.

One girl, who dropped out of school just prior to her expulsion by school officials, has made an excellent adjustment. She is a classic example of what can be accomplished when the services and resources of various agencies are coordinated. She was enrolled in the ninth grade but because of rebellion and sporadic school attendance was a constant source of trouble to school officials. Through the cooperation and planning of the local school officials, the juvenile probation counselor, the State Board of Cosmetology, and the Vocational Rehabilitation Agency, she was placed in a private cosmetology school. She is making an excellent adjustment, achieving satisfactory performance, acquiring a vocational skill, and appears most happy.

Although there were slight variations in class differentials, most of the subjects are of the lower socio-economic class. In at least one-half of the cases, the families are receiving welfare, have received welfare in the past, or are in the process of applying for welfare benefits. In most cases the parents and/or siblings practice criminal or other defiant conduct. There is no doubt that the patterns of crime and delinquency which surround some of the subjects

greatly influence their interests and behavior. Two of the youngsters are members of the middle socio-economic class and both have adoptive parents.

All of the youngsters except two were not involved in any organized sporting or recreational activities. In most cases, there were definite indications of misuse of leisure time. Apparently, the parents did not, could not, or would not provide recreational outlets or opportunities for self-expression in the area of sports or recreation. Only one of the subjects has ever been involved in a school extra-curricular activity.

The psychological evaluations of the subjects generally recommended intensive support and counseling administered by mature adults. The evaluations also revealed little or no objective knowledge in the area of vocational choice or vocational training. Evidence existed that most of the students were achieving less than their potential and the psychologists recommended that educational endeavors should be presented on a very realistic and concrete basis. In several cases, the psychologists recommended therapy or counseling for the youngsters' parents.

Problem Areas in Serving Delinquents

The case studies revealed that in Tulsa and Oklahoma Counties one major problem of working with juvenile delinquents does not appear to be an acute lack of services, but

the multiplicity of services and agencies. There is a tremendous complex of youth services available in Oklahoma and Tulsa Counties. Despite great individual effort, the multitude of agencies generally work independently and within the framework of their own vested interests and seldom give other agencies the benefit of their support and special talents. A central agency is needed to provide for coordination of the special services of the various agencies concerned. Just enumerating the agencies and organizations that are attempting in some way to be helpful to youth is a tremendous task, let alone considering the coordination of the multiple services they provide.

Similar to the problem of uncoordinated efforts among agencies responsible for alleviating delinquency is the lack of communication and understanding between the various agencies. It appears that much of this problem could be resolved concurrently with coordination of services. Effective coordination of services can not be accomplished without appropriate lines of communication between agencies. Effective communication would be most beneficial in achieving understanding of the various agencies' objectives and facilities by other agencies.

Summary

A shortage of psychologically trained personnel to work with the potentially disturbed and delinquent children

is apparent in Oklahoma and Tulsa Counties. One solution to the problem which should be considered would be for the psychologically trained personnel to serve as consultants to personnel in the front lines of day-to-day child care services. The psychologists could probably be more beneficial to a much larger group of youngsters by serving as consultants to school personnel, probation counselors, welfare workers, and other personnel than by working with individual youngsters. Prevention of delinquency can only be accomplished by strengthening and training those persons who are working day by day with delinquents and potential delinquents.

The Gluecks have emphasized the importance of the school in delinquency prevention and early identification of children with problems. Through the use of their prediction scales, the Gluecks offer a method of identifying which children will need help. Most authorities recommend that the schools take a more active interest in identifying potential delinquents early and providing educational experiences and counseling services in preventing future anti-social behavior. The schools in Oklahoma and Tulsa Counties need to emphasize this stage of the problem and increase their efforts in the area of identification and prevention.

In addition to committing youngsters from Oklahoma and Tulsa Counties to a state training school, the courts commit youngsters to private institutions. Although this study did not investigate the training and residential schools to

such an extent as to effectively evaluate their programs, it was apparent that an accrediting agency should be established to regulate standards for private schools. Some of the private schools enjoy excellent reputations among welfare workers, court officials and the general public. But the reputation is based primarily on the schools' reports and publicity brochures. Living standards in some of the schools appeared very marginal, personnel appeared untrained, and the programs undeveloped with some evidence of brutality being administered to the youngsters. These institutions serve no useful purpose as a warehouse for bad juveniles. They are only effective if they serve as a supplement and a resource for the home community. The state has definite responsibilities to insure that youngsters who are institutionalized receive, at the very least, treatment which will not make them worse.

Many of the youngsters who comprised the study group resisted assistance from various personnel and also resisted evaluation when psychological implications were made. Parents generally cooperated to the extent that they were glad someone was interested in helping their youngsters. However, they too resisted taking an active part in any treatment program. Any program or services will have to make allowances for both the resistance on the part of the youngsters and their parents, and to the high mobility and transient nature of the youngsters and their families.

It is emphasized at this point that, although several problem areas do exist in serving delinquents, such as the ones previously mentioned, several compensating features also are present. In the course of conducting this study, the personnel representing the courts, schools, and other agencies who were contacted have been, without an exception, cooperative and receptive. Without this generous cooperation from the personnel working in the various agencies this study could not have been completed. In addition, without the same anticipated cooperation from the personnel any additional program would be doomed for failure.

There was evidence that many of the persons working with juvenile delinquents had no understanding or some misconceptions of the various agencies other than their own. However, there was little evidence of jealousies or suspicions regarding the other agencies. Most of the personnel seemed not only willing but eager to cooperate with other agencies and to coordinate their services.

It was apparent throughout this study period that a large number of competent personnel are presently serving juvenile delinquents in Oklahoma and Tulsa Counties. Generally, these people are very concerned about the welfare of the youngsters and appear to possess empathic feelings toward them. This is of great importance since the success or failure of any program hinges on the manner in which the delinquents are served.

CHAPTER VII

A PROPOSED EDUCATIONAL PROGRAM TO ALLEVIATE JUVENILE DELINQUENCY

Juvenile delinquency is a very composite and complex social problem. Human behavior itself is the result of many types of influences on the individual. A child's character, personality, and ability to mature without seriously deviating from the rules of society are determined by such factors as home life, cultural and hereditary background, economic status, physical surroundings, educational opportunities and religious training. Most authorities in the field emphasize the importance of family and home life in the determination of potential delinquency among youngsters.

The general assumption is that the schools, following the family, are the most important institutions in preventing the potential delinquency of youngsters. Salisbury states,

> There is no question that next to a good family a good school best copes with the inadequate, bewildered adolescent. There is no one-shot, sure cure for delinquency. But if a community wants the quickest, cheapest, most effective results the place to spend money is in the school system. We sometimes forget that it is the business of the school people to deal with children. They are experts at it. Here is the place, if there is one, to come to grips with the shook-up generation.[1]

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[1]Salisbury, op. cit., p. 123.

When a child gets into difficulty, the way he is handled, the facilities available for his treatment and guidance, and the manner in which these facilities go into action have a definite bearing on his chances for becoming a stable, useful member of society.

The community services of Oklahoma and Tulsa Counties have resulted from many years of spasmodic growth. There has been no apparent overall pattern of organization. Some of the agencies have developed specialized techniques for handling juvenile problems. The resulting pattern of services in these two counties, therefore, is complex and has not been uniformly developed.

It is the opinion of many of the people working in the area of juvenile delinquency that if maximum achievements are to be accomplished, the coordination of the service programs of all agencies dealing with juvenile delinquency must be instigated. Because of the apparent lack of coordination between the various departments and agencies a program to inaugurate a community coordinating bureau is imperative. The program should be responsible for the coordination of services of the schools, courts, police departments, civic organizations, health and leisure time organizations, family service agencies, guidance clinics and all the other agencies whose potentials are related to presently known facts on the behavior problems.

Lack of coordination of existing services on all governmental levels within the sphere of private social work as well as between public volunteer agencies, is indeed one of the most crucial problems. This lack of coordination has produced, in many instances, the overlapping of services. Many of the authorities in the field are advocating that the coordination of social services are just as necessary and just as attainable as the efficient organization of business and industry for which this country has achieved world-wide recognition.

This proposed program, to alleviate juvenile delinquency, has as its primary purpose the following: To provide individualized educational and vocational training in conjunction with intensive counseling and close supervision for emotionally disturbed students in order to prevent future delinquency.

The specific aims of the program are:

1. To coordinate services available from the public schools, the courts, the Department of Public Welfare, and the Vocational Rehabilitation Agency which will result in a more flexible treatment program to meet the individualized needs of juvenile delinquents, pre-delinquents, and/or emotionally disturbed youngsters.
2. To establish a mutually acceptable relationship between a public school system, a juvenile court,

a state welfare agency, and a state rehabilitation agency which will reinforce the services of each.

3. To stimulate interest and support from other community and governmental agencies in the alleviation of delinquency through coordination and concentrated services.

This program would insure that through the coordinated efforts of the public schools, the juvenile courts, the Department of Public Welfare and the Vocational Rehabilitation Agency a marked degree of prevention in the area of juvenile delinquency can be accomplished.

Justification of the Program

According to the results of the present study, a group of students have become grave problems to society, both in the schools and the courts. These students were found to be misfits in a regular school curriculum and, therefore, were more susceptible to incarceration by the courts. In many cases, the courts would have preferred to impose some type of probationary requirements if appropriate programs had been available, rather than to sentence the students to training schools or reformatories. Many of the delinquents were described by their school records as: being difficult behavior problems or being expelled from school for disciplinary reasons; possessing poor attendance patterns or dropping out of

school entirely; and adjusting poorly to a regular type of academic or vocational education in the public schools.

The vast powers and services of the juvenile court place it at the center of delinquency control effort. The public school, as the first and only governmental agency to come into systematic contact with nearly every person during his formative years, also belongs at the center of social action for the prevention of delinquency. The Vocational Rehabilitation Agency, an organization responsible for the rehabilitation of physically and emotionally handicapped individuals, is an important governmental agency that should be utilized as a resource in a delinquency prevention program. The Department of Public Welfare, being responsible for the protection and welfare of many of the youngsters classified as juvenile delinquents, should be an integral part of a total program. Although in the past these four agencies have cooperated in their endeavors, an effective means of coordinated services and efforts has not been accomplished.

This proposed program would open avenues through which the four previously mentioned agencies could combine their services into a concentrated effort which would provide a program for meeting the individual needs of youngsters in trouble. This type of program would be the first step of mobilizing all of the agencies and interested citizens to look at the total needs of youth in the community and to meet at once the most urgent needs.

Plan of Organization

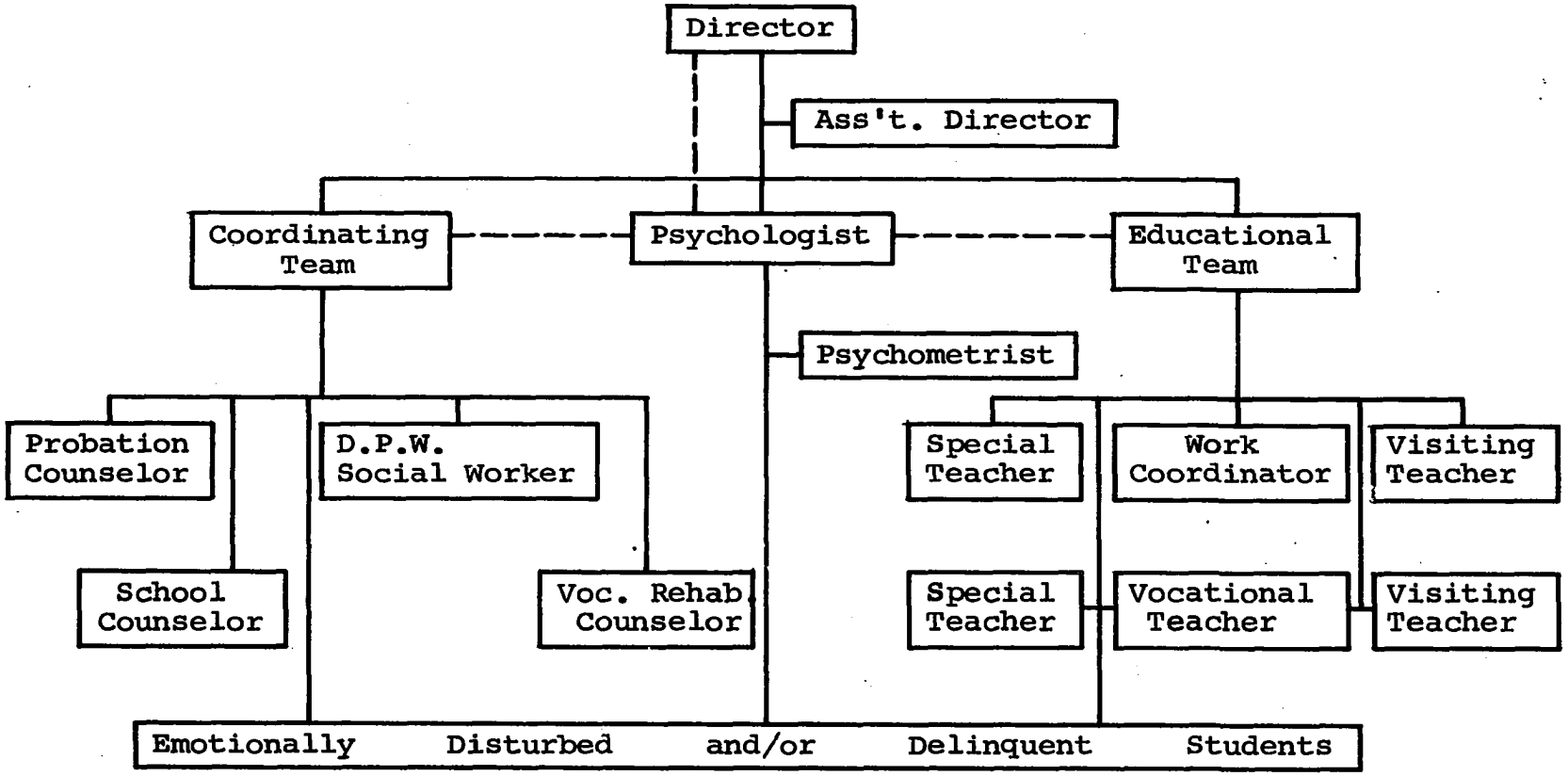
The program should be administered through the auspices of the local school board with one person charged with the responsibility of supervision and administration of the program. The project should be composed of two integral units, the Coordinating Team and the Educational Team.

The Coordinating Team should be composed of counselors from the four governmental agencies: public schools, juvenile courts, Vocational Rehabilitation Agency, and the Department of Public Welfare. The Educational Team should consist of teachers specializing in specific areas such as remedial and special education, vocational training, and on-the-job training. An administrative chart is presented on the following page to graphically display the lines of authority and responsibilities.

The director should be responsible for administering the total program and supervising the staff members. He should assume the normal duties of an administrator to an educational program. To assist the director in administering the program, an assistant director should be employed. In addition to assisting the director, he should be responsible for the research and evaluation necessary in the efficient operation and objective evaluation of the proposed program.

The psychologist, as depicted on the organizational chart, should function as a staff member to the project. He should have several major responsibilities. The major role

FIGURE 3.--Administrative organizational chart for the program of coordinated services for juvenile delinquents



——— The solid lines represent direction of authority and responsibility.

------ The broken lines display avenues for consultation, communication, and coordination.

should be as a consultant to the members of the Educational and Coordinating Teams. The teachers and counselors should have readily available avenues by which to consult with the psychologist regarding the treatment, program planning and services for each of the youngsters in the program.

The project director should utilize the consultive services of the psychologist. Through his consulting with the various team members, the psychologist should be in a position to advise the director in such areas as: identifying problems of serving the youngsters; establishing new programs and eliminating unnecessary services; in-service training needs of project personnel; and other areas vital to the success of the total program.

When time permits or in the event of emergencies, the psychologist could participate in the treatment and counseling of youngsters in the program. Also, the psychologist should be responsible for providing and acquiring any additional psychological services that are needed.

The psychometrist should be directly responsible to the psychologist and would provide diagnostic evaluations of the youngsters referred to the program.

The members of the Coordinating Team should have three major areas of responsibilities. They should function as liaison persons between the agency from which they have been assigned and the other members of the program. They should have had sufficient experience with their particular

agency to effectively interpret that agency's responsibilities, interests, facilities, and resources to other members of the program.

Referral of youngsters to the project should come primarily from the four participating governmental agencies. When a youngster's case is referred to the project it should be the responsibility of the Coordinating Team members to acquire all of the pertinent information that is available. Based on this information and any additionally acquired diagnostic information, the coordinating members should evaluate the cases and make recommendations. The evaluating procedure should attempt to identify the youngster's needs, and through the coordination of the available facilities, meet these needs as thoroughly as possible.

The third responsibility of the Coordinating Team members should be in the area of guidance and counseling for the youngsters in the program. Many of the youngsters should have a fixed relationship with one or more of the staff members. For example, all the youngsters included in the project who are under probation from the juvenile court, have a certain defined relationship with a probation counselor. Through the counseling procedures, it would be necessary that the Coordinating Team members confer with the Educational Team members in working through problem areas of the youngsters. Therefore, it would be imperative that a conducive

working relationship between the two teams be established and maintained.

In addition to all of the services and facilities available through the regular programs of the agencies involved, the Educational Team should supplement the proposed program with its own specialized educational curriculum.

The Educational Team should hold the responsibility of, as nearly as possible, offering an educational program which meets the needs of the youngsters who present serious behavior problems or are too emotionally disturbed to attend regular public school classes.

The staff members, comprising the Educational Team, should be responsible for accepting youngsters placed in their program and developing the best educational setting possible. The teachers should have some understanding of the psychological and sociological factors that contribute to delinquent behavior and emotional disturbances. Their major function would be to teach self-understanding, restraint, socially acceptable behavior, and educational and vocational skills that the youngsters need. It is anticipated that many of the educational skills should be taught on a remedial level to compensate for the lack of acquired learning in the youngsters' early school experiences. The teachers should receive formalized, in-service training, specially designed to help them in their work with emotionally disturbed students.

The educational program should be presented on a realistic level by combining specialized remedial instruction with materials that are related to the life experiences of the students. This would probably necessitate that the teachers develop many of their own teaching aids and materials.

Since no teacher would be responsible for more than twenty students it should be possible for them to personally know and understand each youngster and his problems. As described in the organizational chart, the teachers should conduct different types of programs. Students could be assigned to the type of program which best satisfies their educational and personal needs. There should be approximately six teachers assigned to the Educational Team. Each teacher should establish special educational and/or vocational pupil-centered curricula. These curricula should be established as youngsters are evaluated by the Coordinating Team, and specific needs identified. It is anticipated, for example, that at least one teacher should establish curricula that will serve the youngsters who are incapable of attending scheduled classes. In this instance, the teacher would function as a home-bound or visiting teacher going to each youngster's home and working with him. Other possible specialized programs include: regularly scheduled remedial programs; vocational training with related academic subjects; on-the-job training also with related academic subjects in regularly scheduled classes; and any other type of programs which are needed.

As youngsters are referred to the program and evaluations conducted, revisions in the educational program might be necessitated in order to meet the changing needs of the youngsters. Also, it is noted that some delinquents referred to the Coordinating Team should continue in some phase of a regularly established educational program such as: regular school, adult day school, night school, or related classes by correspondence. The educational program should provide for highly flexible scheduling in order to tailor make individualized educational plans for each youngster.

The criteria for selection of teachers to serve on the Educational Team should include such things as: ability to establish wholesome relationships and provide students with success experiences; and an ability to help students face and overcome difficulties, self defeating habits, unhealthy attitudes, or other disturbances preventing his achieving maximum potential.

Roles of Participating Agencies

The public school system should be responsible for the general operation and administration of the total proposed program. The numerous services provided by the public school system should not only be available but made a closely integrated part of the program. The director, assistant director, psychologist, psychometrist, school counselor, and all members of the Educational Team should be hired by and

responsible to the school board. Building facilities, supplies, school materials, and utilities should be furnished by the school system.

The Department of Public Welfare, the Vocational Rehabilitation Agency, and the juvenile courts should each assign a full-time, experienced counselor, or social worker to the program. The social worker assigned from the Department of Public Welfare should be responsible for providing professional social work services and for obtaining and coordinating the resources of that department.

The counselor assigned from the Vocational Rehabilitation Agency should be responsible for providing traditional rehabilitation services in cases which meet that agency's criteria for acceptance. Some diagnostic evaluations, both medical and psychological, can be provided in addition to physical restoration, vocational counseling and the financing of on-the-job training.

The probation counselor assigned by the juvenile court should be responsible for providing supervision and counseling to those youngsters in the project who are on probation. In addition, he ought to be available to assist in interpreting and enforcing any legal requirements.

It is the opinion of many of the people who have been involved in this study, that the proposed program will be an avenue through which many additional projects may be initiated.

Some of the proposals which have been suggested are presented next.

Additional agencies could be incorporated into the presently proposed Coordinating Team. Other possible agencies would be: the juvenile division of the police department; recreational agencies such as YMCA, YWCA, and Salvation Army; church groups; community guidance centers; and other interested agencies.

In the event that the proposed program proves successful and beneficial, additional Coordinating and Educational Teams might be established.

Programs might be developed to identify students early who have behavioral disorders and to provide extensive guidance and counseling, and special opportunities for them within the regular school setting.

Resident schools with professional treatment might be provided for those students whose home environment is such that a change is needed if they are to improve.

Half-way homes might be established in an effort to help those youngsters who are released from correctional institutions make a smoother transition back to their home community.

Sheltered workshops and other types of programs are additional possibilities in the attainment of a comprehensive community approach in the alleviation of juvenile delinquency.

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APPENDIX A

The form below is a check list that was utilized in the accumulation of the data reported in this study. The data were collected from official juvenile court and police department records.

FORM A

I. Number _____ XXVII. Court Number _____

Name: (Last, First, Middle Initial) _____ Address _____ Phone _____

TYPE OF OFFENSE:	VI 1	VII 2	VIII 3	IX 4	X 5	XI +
Robbery & Purse Snat.						1
Burglary						2
Assault						3
Grand Larceny						4
Petty Larceny						5
Bicycle Theft						6
Poss. of stolen Prop.						7
Auto Theft						8
Riding in Stolen Car						9
Molest. Stand. Vech.						10
Vandalism						11
Carrying Weapons						12
B-Bee Gun Offenses						13
Sex Offenses						14
Disorderly Conduct						15
Loitering						16
Use or Poss. Intoxic.						17
Traffic Offenses						18
Truancy						19
Runaway						20
Sniffing						21
Prostitution						22
Forgery						23
Arson						24
Other_____						25

AGE AT TIME	XII	XIII	XIV	XV	XVI
Eight (8)					1
Nine (9)					2
Ten (10)					3
Elevon (11)					4
Twelve (12)					5
Thirteen (13)					6
Fourteen (14)					7
Fifteen (15)					8
Sixteen (16)					9
Seventeen (17)					10
Eighteen (18)					11

P. D. DISPOSITION	XVII	XVIII	XIX	XX	XXI
Reprimand					1
Release to Parents					2
Referred to Court					3
Detention Home					4
Jail					5
Other _____					6

COURT DISPOSITION:	XXII	XXIII	XXIV	XXV	XXVI
Dismissal					1
Reprimand					2
Released to Parents					3
Probation to Parents					4
Probation-indefinite					5
Probation-definite					6
Probation to Individ.					7
Placement					8
Training School					9
Fine					10
Other _____					11

II. SEX:
Male ___1
Female ___2

III. RACE:
White ___1
Colored ___2
Indian ___3
Mexican ___4

IV. CURRENT AGE:
8 ___1
9 ___2
10 ___3
11 ___4
12 ___5
13 ___6
14 ___7
15 ___8
16 ___9
17 ___10
18 ___11

V. RESIDES WITH:
Mother & Father ___1
Mother ___2
Father ___3
Mother & Step-F. ___4
Father & Step-M. ___5
Brother or Sis. ___6
Aunt or Uncle ___7
Grandparents ___8
Other Relatives ___9
Guardian ___10
Other _____11

XXVII. SCHOOL CODE _____

XXVIII. INTELLIGENCE:
High ___1
Average ___2
Low ___3
Retarded ___4
Not Reported ___5

XXIX. ATTENDANCE:
Good ___1
Fair ___2
Poor ___3
Dropped ___4
Other ___5

XXX. GRADES:
A ___1
B ___2
C ___3
D ___4
F ___5
Other ___6

XXXI. CONDUCT:
Good ___1
Fair ___2
Poor ___3
Expelled ___4
Other ___5

Remarks _____

APPENDIX B

CASE STUDIES

A brief summary of the twenty case studies completed for the data included in Chapter VI is presented below.

Linda, a 16 year old white female, was initially contacted at her home where she lived with her mother and six sisters. The father had abandoned the family when Linda was 14 years of age. Shortly after the initial contact was made, Linda married a 22 year old man who works as a delivery man for a furniture store. Linda was two months pregnant at the time of her marriage.

Linda's behavior difficulties started when she commenced to have trouble in school shortly after her father's disappearance. Following her school rebellion, she ran away from home several times and was promiscuous with male peers. She became known to the juvenile court because of her anti-social behavior. Linda dropped out of school due to her pregnancy and was married. She was in the 10th grade at the time she dropped out of school.

The living conditions in her mother's home where she grew up would be classified as very marginal. A physical examination revealed no physical handicap. A psychological

evaluation revealed that while Linda is probably average in intellectual endowment, she is functioning on a dull normal intellectual plane. The psychologist stated that she has severe emotional disturbances, is quite immature and resents those who attempt to impose discipline. It was his opinion that Linda is in need of direct guidance and counseling to enable her to adjust more satisfactorily, both socially and personally.

Linda's vocational aspirations are either to become a nurse or a beautician. While her early marriage and unplanned pregnancy will make it very difficult for her to attain the necessary training, it should be noted that her six younger brothers and sisters are growing up in an environment which produced Linda. For all practical purposes, Linda is probably a lost cause, but the six younger brothers and sisters are definitely in need of assistance which their mother is probably unable to give them.

Ethel, who is a 14 year old Negro girl, lived at home with her seldom employed step-father and irregularly employed mother, who are in the process of applying for child welfare. Her 19 year old brother is undergoing treatment for narcotic addiction at Taft State Hospital. Her natural father lives within a few blocks of her home but completely rejects her and shows no interest in her. The living conditions in the home would be classified as marginal.

A physical examination revealed that Ethel was in good health, had no physical limitations but was five months pregnant.

Ethel was first known to the juvenile court when she was 13 years old for running away from school. The second referral occurred when Ethel and a companion were referred by the school to the court for stealing. At that time Ethel was committed to the State Training School with the commitment being suspended.

Presently she feels she would like to keep her child after birth but can give no objective reason why. She has no desire to marry the child's father. In her day-to-day existence she hasn't given much thought to her future, either socially or vocationally. A psychological evaluation revealed that while Ethel possesses average intellectual ability she is operating nearer to the dull-normal range. She manifests a very negative attitude toward society that seems to grow out of the need to be dependent on one hand coupled with the denial of a need to lean on others. The resulting indifference predisposes her toward hostile, anti-social behavior. The psychological evaluation further recommends that Ethel receive intensive planning as well as supervision by mature adults.

Following the birth of Ethel's baby, the baby was taken into custody by the juvenile court. A plan for the child was adopted and put into operation. At this time it

seems likely, according to the probation officer, that Ethel will be sent to the State Training School at Taft.

Wade, a 15 year old Negro boy, was initially contacted at his mother's home where he, a younger sister, and a niece (the illegitimate child of an older sister) live in a very rundown shack which has no running water or indoor toilet facilities. Wade's mother receives $97 per month social security, and $36 per month from the Department of Public Welfare for the daughter's child.

A physical examination revealed that the use of one finger on the right hand was slightly limited by arthritis. This condition probably resulted from an early fracture of that finger which was not properly taken care of. Other than this, there were no physical limitations.

A psychological evaluation revealed Wade is of average intelligence. He is emotionally and socially immature, lacking adequate emotional control with strong tendencies toward aggressive and anti-social behavior. The absence of a stable father figure with whom he could develop adequate male role identification seems to be a common factor in his failure to develop sufficient controls to maintain a stable adjustment. It was recommended that Wade receive close strict disciplinary supervision. Wade was first referred to the juvenile court by the school he attended. Following Wade's fourth referral to juvenile court, he was committed to the Boley State Training School where he is presently confined.

Orval, a 14 year old white male, lives with his parents and a younger sister in a below-average home and environment. The family has an extensive background of high mobility, both of the family and within the family. At approximately the age of six, Orval and his younger sister were taken away from their parents for a period of one year by a court in Oregon because of neglect. The family moved to Oklahoma when Orval was 10 years old. He came to the attention of the juvenile court shortly thereafter for stealing candy from a grocery store. The parents have separated twice within the past year. There is also evidence of extensive alcoholism in the home.

A physical examination revealed no physical handicaps. A psychological evaluation indicated that he is of limited intellectual potential and manifests somewhat neurotic adjustments which appears to arise out of two major areas. The first is confusion and identification with the masculine role. The second is a lack of success in interpersonal relationships because of this confusion. These factors give rise to feelings of inferiority and inadequacy and have been augmented by unsuccessful experiences. In spite of continued delinquency, the psychologist recommended that the court continue Orval on a probationary status with more frequent counseling. It was also suggested that the probation counselor employ books on sex education in addition to counseling. Instruction with the boy should be very concrete in nature.

Much of the reluctance that appears in the superficial behavior that Orval exhibits grows out of a slowness in intellectual abilities rather than a negative attitude toward authorities or emotional withdrawal. Orval's school record is very poor, with his grades being mostly "D's", some "F's" and some "C's". Achievement tests indicate that he is approximately four years retarded in the areas of reading, arithmetic and social studies. Orval appears to be a youngster who knows right from wrong and desires to do the right thing. However, because of his early background and neglect, his low intellectual capacity and the environment in which he lives, the pressures from his peers are too much for him to reject. Consequently in all probability he will become involved in additional anti-social behavior in the future.

Lavern, a 16 year old Negro female, lives with her parents and younger brother and sister. Lavern has been referred to the juvenile court on at least three occasions all of which were referrals coming from her mother. The father, due to brain damage, is receiving welfare and the family subsists on the amount of money they receive from the Welfare Department. The mother is a very rigid woman prone to emotional outbursts. Lavern and her mother have quite a lot of personality clashes. School reports indicate that Lavern gets along very well with her peers. Her values seem good and also her aspirations. However, her grade average is well below average.

A physical examination listed physical disabilities as poor vision, secondary anemia and personality difficulties with her mother. The medical doctor recommended that she should be treated for anemia and assisted by a psychologist. Lavern was evaluated by a court psychologist at the age of 13. This evaluation showed Lavern to be manifesting a state of depression which seems to have resulted from depressed hostility. The evaluation showed her to be very inhibited, did not feel loved and wanted, and was extremely compulsive in technique of problem solving. A psychological evaluation completed on Lavern following her referral for this study showed her as being a great deal improved in overcoming some of her neurotic tendencies in the past. Lavern had come to accept the emotional shortcomings of her mother as well as her rather ineffectual father. Her self-concepts have been much improved. The psychologist further stated that Lavern had good values and acceptable aspirations and a healthy acceptance of her environment, her peers and herself. Recommendations included counseling with the mother to be less rigid in her demands on Lavern.

During the duration of this study, Lavern became pregnant and refuses to name the father. She will be placed in the very near future at a state institution until the baby is born.

LeRoy, a white 15 year old male, lives at home with his mother, stepfather and younger sister. The mother and

stepfather are both employed with their total earnings amounting to less than $250 a month. The home is very modest but is neat, clean and orderly. LeRoy's natural father also resides in the neighborhood but takes no interest in the boy and ignores him completely.

LeRoy was first referred to the Children's Court, from the school where he was enrolled, for truancy and misbehavior. Later he became involved with some other boys who stole several automobiles. Finally he was committed to Helena State Training School due to the fact that he had been apprehended by the police department for several anti-social acts and had been suspended from school for poor behavior.

A physical examination revealed no physical handicaps. A psychological evaluation stated that he is capable of functioning intellectually in the lower limits of the average range of intelligence. A summary of the psychological evaluation indicates LeRoy is developing a definite anti-social character disorder as a behavioral reaction to felt anxieties that seem to arise from unsatisfying interfamily emotional relationships. His rejection of authority in the form of school officials and others is actually a rejection of the parental figures toward whom he has not been able to react directly. It was recommended that firm directive guidance and supervision be provided in the immediate future for this young man. Otherwise, his likelihood of averting a serious behavioral disorder is very slim. LeRoy states that he does

not have any interest in school whatsoever and upon his release from the training school will not continue in school unless the court declares it mandatory. He further states that if the court does demand that he re-enter school, he will drop out at the age of 16. He expresses and exhibits a keen interest in the area of mechanics.

Ronald is a 15 year old white male who lives at home with his parents, an older brother and a younger sister. Both parents are employed. Police records indicate that the parents have been arrested on numerous occasions for intoxication. His older brother has not been allowed by the public schools to attend since the ninth grade. During the short interval following the referral of Ronald to this study and the initial contact with Ronald, he was picked up by the police department for car theft. The initial interview with Ronald was conducted in the county jail. Ronald was later committed to Helena State Training School.

A physical examination revealed no physical handicaps. A Stanford-Binet Intelligence test revealed him to possess an 82 I. Q. A psychological evaluation states that Ronald is of limited intellectual potential whose delinquent behavior is the outcropping of poor impulse control. The limited intelligence inhibits comprehension of the more subtle aspects of social existence and any instruction or counseling must be of a concrete source in order for the boy to comprehend. Ronald appears to be a boy that is psychologically handicapped by

lack of motivation and absence of goals, undesirable attitudes and values, and disinterested parents.

Judith is a very unhappy 15 year old white female. When she was five years old her father abandoned the family and at the age of eleven her mother died from cancer. Due to her mother's illness and death, Judith was passed among relatives from the age ten to age fourteen years old. Most of these relatives were the dregs of society who did not require her to attend school nor to comply with the norms of our society. Due to these associations, she became involved with the juvenile authorities, was made a ward of the court and placed in custody of her maternal grandmother in Collingsville where she is presently residing. The grandmother and Judith support themselves on a $42 a month check from Social Security and $78 a month from Old Age Assistance. The living conditions in this home appear to be wholesome and normal.

A physical examination revealed no physical handicaps. During several counseling sessions and also during her psychological evaluation Judith exhibited an intense dislike for school which she attributes partially to her disinterest in the subject matter of her courses and to her inability to learn. In conjunction with the State Vocational Rehabilitation Agency, the approval from school officials where Judith was enrolled in the tenth grade and permission from the State Board of Cosmetology, Judith was placed in cosmetology training in Tulsa. She has not finished her cosmetology training,

however, she is doing an excellent job and seems to be very interested. A psychological evaluation described Judith's present poor adjustment as being a social and attitude behavior with an impairing personlity disorder. It was recommended that she should be encouraged to develop more stable and satisfying social relationships with mature individuals. The psychologist felt that with firm and supportive counseling, Judith would be able to achieve success in cosmetology training.

Kent is a 15 year old white male who, with his natural sister, lives with his adoptive parents. Both Kent and his sister were adopted by his parents at a very young age. Kent first came in contact with the juvenile court for the vandalizing of a vacant house. Later he came in contact with the court for auto theft and numerous traffic violations. The family lives in a comfortable, middle class home. Both parents are employed as sales personnel in local department stores. Kent has always gone to a parochial school at his mother's insistance. Test records reveal that he is a highly intelligent youngster. Achievement scores indicate very high achievement, yet grades are only average or below average. He has participated in very few social activities either in the neighborhood or at school. The mother, in spite of good intentions, is a very domineering, overly strict parent who routinely attempts to completely supervise Kent's actions.

A physical examination reveals no physical handicaps and a psychological evaluation states that Kent has a fairly normal personality. He presently is at a stage of frustration and his biggest problem comes in the area of sex. This second problem area is his desire to rebel against his mother's constant supervision.

Recommendations were that the parents receive some counseling regarding the youngster's need for a certain amount of emotional and social independence. The evaluation further implied that, although Kent probably will never become truly anti-social, he is at an area in his adolescent life where there is a great deal of conflict and much need for individual counseling. Since the initial contact with Kent, he has become interested in some of the school activities, has gone out for the wrestling team, the mother has allowed him to buy a motorscooter and it appears that he is receiving more freedom from home. Kent is a classic example of the type of youngster who needs to be worked with and saved in order to avoid the wasting of high quality human resources.

Napoleon is a 15 year old Negro boy who lives with his mother and twelve additional brothers and sisters in a very abnormally low, socio-economic situation. The mother receives Aid for Dependent Children for the thirteen siblings in the home, and the father is a mental patient at Taft State Hospital.

Napoleon has been known to the court for a number of offenses, primarily stealing.

A physical examination revealed no physical handicaps. A psychological evaluation stated that Napoleon was functioning with a fairly well integrated personality in view of his very limited intellectual capacities.

Napoleon does not give the school officials many problems, and he has worked on a number of different types of jobs. It appears that he is a boy who needs to be kept busy doing very menial tasks and with very close supervision. It was felt by the probation counselor and the psychologist that Napoleon's juvenile delinquency patterns were the result of a combination of his physical needs and his very low intellectual capacity in determining how to meet his needs. Through counseling, the special education school program, and a part-time job placement, Napoleon has been kept fairly busy and has not encountered any additional difficulties with the police department or the court. However, with his low reasoning ability and the neighborhood in which he resides, it is felt that he could very possibly be apprehended for a crime at any time. He is very susceptible to suggestions from his peers which very possibly might lead him into future delinquent acts.

James is a 15 year old white male who lives with his mother and four younger brothers and sisters in a low socio-economic neighborhood. During the past three years, James

has been placed by the court with an uncle in Ponca City and with a local preacher, but he continues to get into trouble.

A physical examination revealed that he was in good physical condition with the exception of some bad teeth, and a psychological evaluation stated that, in spite of the fact that James gives the impression to most people that he is either average or below average in intelligence, he actually has potential intelligence in the superior range. The evaluation further stated that the boy has a passive-aggressive character structure with very little resources to assist him.

James takes care of his younger brothers and sisters. The mother is not only loaded with reality problems of her own, but has very little understanding of her own feelings and attitudes. The psychologist recommended that James should have a relationship with an older, more stable person that he could depend on to take an interest in him and try to understand his goals and aspirations.

During the duration of this study, James has been counseled with on a number of occasions, and he appears to be performing much better. However, he has run away from home on two occasions at which time his mother had to place a missing person's report on him.

James is a very likable young boy who again is a type of person who definitely needs to be worked with in order to avoid wasting highly potential human resources. Further it should be noted that there are four younger brothers and

sisters who appear to have high intellectual potential being reared in the same environment in which James developed. One recommendation was that James's mother be relieved of the bread winning task of working on a full-time job which, in all probability, would mean that the family would become recipients of welfare assistance.

Danny is a 16 year old white male who has been known to the juvenile court for a number of offenses. He has been expelled from school and is presently working full time as a delivery boy. He resides with his father in a low socio-economic neighborhood. Numerous attempts were made to establish some type of rapport with Danny for this study. However, Danny remained very belligerent and no type of counseling or services were accomplished with him.

At the present time, Danny apparently has settled down somewhat in his anti-social behavior patterns and has not come in contact with the police department for several months. It is felt that he is the type of youngster who will probably not benefit from any type of program established for him.

Lynn, a 16 year old white female, is presently living with her father, stepmother, and some half brothers and sisters in Texas. When she was initially referred for this study she was living with her mother in a below average apartment house. Lynn was the most difficult of the twenty cases included in this study to work with. Her mother was highly uncooperative and while Lynn showed a great deal of

cooperation as long as she was being confronted she immediately reversed her decisions after the contact. Lynn has not been regularly enrolled in school since she was 13 years old.

A number of appointments were made for her to receive a physical examination and psychological evaluation which Lynn would readily agree to do. However, she failed to meet any of the appointments. The last time she was before the juvenile court her mother was sentenced to two days in the county jail for contempt of court resulting from her thumbing her nose at the Judge. This hearing was brought about because of disorderly conduct and truancy. The juvenile judge placed Lynn at the Whitiker State Home because the court psychological evaluation described her as more neglected than delinquent. However, she was not accepted at the state home because of her age and she was returned to her mother's home. The juvenile court in turn placed her with her father in Texas. Lynn is a very attractive young lady who appears much more mature than her age.

Cedric is a 15 year old Negro male who lives with his mother, an uncle, and a younger sister in a low-average socio-economic neighborhood. His mother receives welfare and also does day work. Cedric has had a number of part-time jobs and summer jobs but always manages to get fired.

A physical examination revealed no physical handicaps and a psychological evaluation stated that he had a very dependent personality and was mentally retarded. In the past,

Cedric has done fairly adequate school work. However, this school year he had been quite a problem to the school officials. Also, Cedric is now of the age where he is not under the jurisdiction of the juvenile court and has come under the county court for criminal proceedings. He presently is under a suspended sentence for attempted robbery. Cedric is a very likeable and personable young lad who appears to be very easy to counsel with. However, this quality also makes it very easy for him to be led into criminal types of activities by other people. He has recently been placed in the special education program at the local high school and will be in the work program where he will receive a great deal of close supervision on a menial type of job. This type of program appears to meet his educational needs very adequately.

William, a white 14 year old boy, lives with his mother, who is an alcoholic, in an unkempt shack. William has four older half-brothers and sisters whom the mother knows nothing about. Two other older half-brothers are presently confined in correctional institutions and a younger brother has been placed by the court in a private orphanage.

A physical examination revealed no physical defects. All endeavors to acquire a psychological evaluation have been futile. William, although scoring average or better on standardized achievement tests and possessing above average intelligence, has made very poor grades in school. He has

been a constant behavior and attendance problem to the school for the past three years.

William, at the age of fourteen, would be described by the trade name as a "con man" and is quite accomplished. During the past summer, William acquired and was dismissed from three jobs. This points out his ability to sell himself to others under false pretenses. The opinion of several professional people is that William, in all probability, will spend a large portion of his life in correctional institutions.

Pam is a 15 year old white female who resides with her mother and stepfather in an average, socio-economic neighborhood. Pam has several older brothers and stepbrothers, one of which is being tried for manslaughter.

Pam is very attractive and, being the youngest member of the family and the only girl, received a great deal of attention and coddling from members of the family to the point of being "spoiled". Endeavors to secure a physical examination were futile, however, school health records indicate no physical limitations. Pam's previous contacts with the court have always resulted from her being with a group of youngsters who were engaging in questionable behavior. No serious charges have been filed against her and she has been very cooperative with her probation counselor. Pam has made below-average grades in school and at times has been a discipline problem. A psychiatric examination described her as having

a significant personality disorder characterized by passive dependence, simple infantile naivity, serious repressive mechanism, comprehensive denial of personal responsibility, and borderline intelligence. The evaluation recommended supportive counseling or psychotherapy. On the basis of this evaluation Pam has been placed in some Special Education classes and is performing much better at school.

David is a 15 year old white male who lives with his mother and father and one younger sister in a very low socio-economic neighborhood. He has eight older brothers and sisters who are not presently living in the home. Most of them have come in contact with the juvenile court during their adolescence. David has had a number of referrals to the juvenile court, most of which have been either from the school officials or from his parents. Only on one occasion was he picked up by the police department, this being for vandalism. A physical examination revealed no physical handicaps.

A psychological evaluation stated that David possesses a fairly well integrated personality but is mentally retarded. For several years David has had no interest toward school activities and readily admits a desire to work. He has been placed in the Vocational Rehabilitation school program which will provide him an avenue for job placement and vocational guidance and training. This program should help motivate David to continue in his educational program.

Leslie, a white 14 year old male, lives with his parents and an older brother in a low-average neighborhood. The father, in his younger days, spent some time in a training school. The parents place a great deal of emphasis on strict discipline, and are possibly overly concerned that their boys will get into difficulty with the law because of the father's past experiences. The older boy has had a number of contacts with law enforcement agencies and also has been expelled from the public schools. A great deal of friction exists between Leslie and his brother.

A physical examination revealed that the only physical difficulty was undernourishment and vitamins were prescribed.

A psychological evaluation described Leslie to be of average intelligence and possessing some hostilities and immature characteristics. Leslie's past school record has been poor; however, during the present school year he has been establishing fair grades, good attendance and no truancies. The parents are quite concerned over the welfare of their children and cooperate extensively with all persons trying to help the boys.

Don is a 15 year old white male who lives with his parents and three younger boys and sisters in a low average socio-economic neighborhood. Don first became known to the juvenile court when he was twelve. Following a number of

apprehensions for law violations, he was committed, at the age of fifteen, to the training school at Helena, Oklahoma.

He is well liked in school and considered a friendly, cooperative boy. Don has been no discipline problem in school except for occasional truancy. A psychological evaluation described Don as having a serious chronic personality disorder manifested by a severe impairment in the development of social judgment. The recommendation was that Don receive intensive counseling in conjunction with very close supervision. The psychological evaluation further stated that Don possessed better than average intellectual potential; however, evidence was exhibited that his impulsivity and anxiety may be depressing his functional capacity. A physical examination revealed no physical handicaps, but Don expresses much more concern about his health than is commonly evident in his age group. Since his release from the training school, Don has adjusted well to his home and school and has not encountered law enforcement agencies.

Alan, a fifteen year old white male, lives in an average socio-economic neighborhood with his adopted parents. His adoptive mother, a paternal great-aunt, acquired Alan when he was thirteen months old and has established an over-attached and over-indulged relationship with him. Alan possesses superior intellectual potentials and generally has received good grades in school. He has committed at least four serious delinquent acts, all of which were instigated and

carried out by himself and in such a manner as to result in almost immediate apprehension. For example, he stole a car, wrecked it, deserted the wrecked automobile, went home, but left a book bearing his name in the car. The police arrived at his home almost as quickly as Alan did.

A psychological evaluation describes Alan as possessing a serious personality problem, characterized by absence of a sense of personal responsibility for property, a lack of social judgment, and infantile expectation of gratification of every need that arises for him.

Recommendations were that the mother receive continuous psychotherapeutic management or separation of the boy and mother. Also, Alan needs to receive systematic counseling and guidance.

A physical examination revealed only a minor case of asthma. Under the present circumstances, the best to be expected is to counsel and supervise Alan until the time when he can join the military service and hope that he can adjust to the situation. This past summer Alan's probation counselor placed him in a summer camp for two weeks. Alan adjusted to the situation far better than his mother.