1941

Study of delinquent children.

Henry A. Czelusniak

University of Massachusetts Amherst

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STUDY OF DELINQUENT CHILDREN

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STUDY OF DELINQUENT CHILDREN

by

HENRY A. CZELUSNIAK

A PROBLEM SUBMITTED AS PARTIAL FULFILLMENT FOR
THE DEGREE OF MASTER OF SCIENCE
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AMHERST, MASSACHUSETTS
1941
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INTRODUCTION
CHAPTER I
INTRODUCTION

In the great chaotic social disorder of today, many social disorders can be traced back directly or indirectly to some juvenile delinquent. For ages society has made various attempts to cope with this problem, but it has not been very successful up to date. Various theories and other practical suggestions were advanced to curb delinquency, but the methods used were not of much value. This problem must be studied from a scientific point of view before any real improvements in juvenile delinquency can be accomplished. The potential criminals of tomorrow are the juvenile delinquents of today. The methods which we use today to curb delinquency or give aid to the delinquent child will no doubt help the social order by eliminating or rather curbing criminality to a great extent. Therefore it is of great importance to the social world to find methods that will lead us in the right direction in solving this great social problem.

(1) Need for the Study of Juvenile Delinquency: In our large cities, there is each year about one and one-half percent of the children of juvenile court age brought before the court.¹ Having this large percentage, we must realize the seriousness of the problem and really do something to curtail it. This can only be done through careful study and analysis of these delinquent children. By studying their home condition, parentage, education, recreation, physical and mental

¹. Furley, Paul H. Social Problems of Childhood, p.86.
condition in relation to juvenile delinquency, we should be able to get on the right track to solving this problem.

(2) Importance of Symptoms in Relation to Juvenile Delinquency: Symptoms of juvenile delinquency are important to the magistrate or judge who is to pass judgment on the case, but to some students of juvenile delinquency the symptom is not as important as the underlying factor. I must admit, however, that to most of the magistrates or judges the symptom is the most important thing because without it they would not be able to make their decisions. It is a pity, however, that there are so many magistrates or judges, probation officers, social workers and even school teachers that pay little or no attention to the problem of juvenile delinquency outside the symptom and the punishment to be administered. If these individuals who pass judgment or have anything to do with it directly or indirectly could be better educated in the understanding of this problem, juvenile delinquency would certainly decrease.

(3) Importance of Causes in Relation to Juvenile Delinquency: The cause of juvenile delinquency is the underlying motive for this study. "With moral disorders as with physical, we must find not symptoms but causes. Not before causes have been discovered can cures be advised." This indicates that once we understand the cause of delinquency, proper solution to the individual case can be reached. It is estimated that a large number of juvenile delinquents are of

normal or superior intelligence. Why then in this modern civilization, which prides itself with its efficiency, should such a condition exist? Why have not more critical studies been made and solutions advanced in dealing with the young delinquent and the cause that forced him into crime? It is incredible with the progress that has taken place in our time, that the problem of the cause of the young delinquent has been so sadly neglected and ignored.

(4) School and Delinquency: Burt, in his study on delinquency, found that defective discipline and defective family relationship were both much more frequent in his delinquent group than among the others. Realizing the seriousness of his findings, there must be a closer cooperation between the school and the home. By this I mean that each teacher should know the environment of each child in her classroom and should visit the home of each disciplinary child if it is necessary. In this way she will be able to understand the unstable and unadjusted child and attempt to remedy the situation. I am cognizant of the fact that it is not the primary objective of the teacher to do this, but if this will curtail delinquency, I am in favor of this method. Usually the teacher ignores or pays very little attention to such a child. Where the home really fails, the school should not. If this could be realized, many children of normal or better intelligence who are somewhat unstable and unadjusted would not be—

3. Healy, William *Delinquents and Criminals*, pp.149-163.
come delinquents. What a public and social service the teachers would really perform, if through their understanding of potential delinquents, they could help them by preventing the dreaded term of "delinquent children" being placed beside their names!

(5) **This Study:** Through my work for five years in the social and recreational fields and coming in contact with many adjudged delinquents, I became greatly interested in the causes and the prevention of delinquency. In this study I will endeavor to discover the probable causes of juvenile delinquency among the normal intelligent children and, from the conclusions of this study, propose some suggestions that may be useful in curtailing this social problem. To accomplish this I have compiled the intelligence quotients, achievements, and short case histories of forty-five delinquent boys that were committed to the Hampden County Training School at Feeding Hills, Massachusetts.
BACKGROUND OF THE STUDY
CHAPTER II
BACKGROUND OF THE STUDY

The importance of this study cannot be appreciated unless one is acquainted with juvenile delinquency and its relation to the social order. Therefore, to understand the problem today, we must have some knowledge of the views and methods dealing with juvenile delinquency during the past few centuries. It will suffice to deal with this problem from the early colonial period in the United States to the present.

(1) Classical School of Penology of the Seventeenth Century: In the early colonial period the colonists adhered to the theories of Beccaria and other writers of the Seventeenth Century. Beccaria and the writers of this era founded what was known as the "Classical School of Penology". It was their belief that an individual commits a crime only to secure some possible advantage. According to this theory, there was no distinction between an adult criminal and a juvenile criminal. To curtail or suppress crime, the community was obliged to attach such penalties that would outweigh any possible advantage to be received from the crime committed. It was their opinion that the offender would choose the path of least resistance. After weighing the advantages that would be received from a crime and the heavy penalties which would be administered, every potential criminal would shun crime. Beccaria and his followers were thoroughly convinced that this method would prevent and almost obliterate crime. No matter how crude this method may appear, it was an honest attempt to prevent and
curtail crime in the Seventeenth Century.

(2) **Eighteenth Century Penology**: Practically the same theories and methods prevailed during this century in dealing with crime. It was modified, however, because for the first time the heavy penalties did not entirely apply among some children and recognized idiots. This is a significant point in this study of juvenile delinquency because it is the first time that certain children and idiots did not come under the heavy penalty that was attached to crime. This is the only important factor in juvenile delinquency during this century as far as this study is concerned. "But in general Eighteenth Century penology was based on the naive assumption that crimes were committed after deliberate weighing of the possible good and bad effect." 5

(3) **Sounder Views in the Nineteenth Century**: At the beginning of the Nineteenth Century, particularly concerning children, the views on crime and punishment begin to be modified. Gradually society realized that the problems presented by juvenile offenders were quite different from those of adults. Changes in the methods used had to be made and a more humane treatment of juvenile offenders established. The theories of Beccaria and his followers began to be greatly modified and later were discarded.

With these changes in the views concerning juvenile offenders, there came a feeling that separate institutions

5. Furfey, Paul H. *Social Problems of Childhood*, p.89.
should be founded for them. The first one was established in 1824 in New York City and one in Philadelphia in 1825. Before the end of the Nineteenth Century, the United States Bureau of Education reported 38 such institutions in the United States. With the coming of these institutions for juvenile offenders, various states began to enact special legislation to deal with the delinquents. It began to be realized that the young delinquent was a more complex problem than he was thought to be in the past. Special institutions and special legislation had to be enacted to deal with this problem. One of the most significant developments during this century was the appointing of John Augustus in 1849 as an informal probation officer in the Boston courts. Out of this move the first probation law was passed in Massachusetts. This, however, did not take place until 1878. It was not until 1899 that similar legislation was enacted by any other state.

During this century another theory concerning criminality became prominent. In 1876, Lombroso published his theory which was accepted by many noted scholars. This publication, "L'Uomo Delinquente" (The Criminal), claimed that the criminal is a subhuman anthropological freak and the anatomy so marked that in appearance he could be distinguished from a non-criminal. By his nature alone, the individual was doomed to a criminal career. The most significant point of this theory is that it, for the first time, presented a serious
and scientific approach to the study of the criminal. Since the theory has been discarded in general, we must be indebted to Lombroso for giving us the first scientific method in dealing with this problem. It seems incredible that some scientific method was not used long before; nevertheless, it is a fact that only sixty-five years ago it was first used in the study of criminal offenders.

(4) Juvenile Court: With the realization that the young offender presents a special problem, society came to the conclusion that special courts, institutions and treatments must be provided for him. From this feeling we have a strong movement for a juvenile court. Into this court only young delinquents are brought and specialized treatment or specialized penalty is administered. "This reflects a theory quite different from the criminology of the last century. In the traditional court the point was to establish the guilt or innocence of the offender and in case of guilt to apply punishment prescribed by statute. In the new socialized court the emphasis is shifted from the offense to the offender." In the new court the punishment is to fit the offender, while in the old one the punishment is to fit the crime. "Realizing as we do the complex nature of the motivation which leads to misconduct, the logical answer is a court like the juvenile court in which the individual delinquent is carefully studied and then all the resources of the community are applied to the problem."

solution of this problem. 7

After the establishing of the juvenile court, the students of the problem of juvenile delinquency thought that they finally had found a solution in curbing or eliminating this serious social problem. Very much to their surprise, the number of offenders remained about the same. The problem is becoming more serious every day. There is no doubt that the juvenile court has done a great deal for the young offenders, but it has not done what the advocates of it expected. There is more to this problem than to administer sound advice, probation and placement in an institution purposely established for them. This problem must be dealt with before the child really becomes a delinquent. In other words, the cause should be studied and an attempt made to eliminate it. At present, the juvenile court deals primarily with the symptom and not with the cause.

(5) Delinquents: William Healy in his book "Delinquents and Criminals" presents an excellent study of this problem. He and his associates studied 4,000 offenders in two large cities, namely, Chicago and Boston. The various phases that they studied and compiled were the age groups, heredity, number of delinquents in the family, nationality, religion, home conditions and family relationships, physical conditions, harmful physical habits, mental status and conditions directly causative of delinquency.

A significant point in the age group is that the tendency for misconduct begins very early. Then from the ages of nine or ten it rapidly increases into the state of delinquency. As far as heredity is concerned, Healy maintains that it was very difficult to interpret the possible relationship of heredity to delinquency because of various environmental conditions that had to be dealt with in relation to biological inheritance. The size of the family in relation to delinquency showed nothing of marked causative significance. Nationality and religion were of no great importance.

Home conditions and family relationship with delinquency show a great significance. In the economic level of 675 cases tested, we find that there is only 5% destitution, 22% poverty, 35% normal, 34% comfort, and 4% luxury. This shows that the economic level does not play a prominent part in the causation of delinquency. Parental relationships which covers the broken homes, one parent, no parent, etc., seems to be of great importance because this study shows that broken home conditions exist more often in the background of delinquency than is typical of the general population. Parental neglect or lack of control and bad influence in family life are also very significant because the lack of discipline and lack of respect in family life lead to lack of respect for law and society in

The number of delinquents is very small where good home life prevails.

Physical condition in relation to delinquency is of minor importance. Healy in his study finds that physical condition of delinquents does not vary much from the normal physical condition of the general public. William E. Carter, in his work, "Physical Findings in Problem Children," also finds that the physical causes were of minor importance. Harmful physical habits also show very little significance in the study. In connection with mental status of the 675 offenders tested, Healy shows that 532 or 79% were of normal intelligence, 108 or 16% were feebleminded, and 35 or 5% were psychotic. This shows that all of the offenders are not low in intelligence, since almost 80% of them have a normal or a superior intelligence.

After drawing up the conclusions, Healy stated that "from statistics of conditions and make-up of offenders we find little satisfactory explanation of delinquency. It is clear that there are many factors that are not so easily enumerated, particularly concerning inner mental life (attitudes, stabilities, ideas, urges), concerning the subtler influences of companionship and various features of environmental conditions—these can only be disclosed and enumerated through careful study of what has initiated and continued

the individual in the ways of delinquency." 10

After studying the various aspects of 4,000 delinquent boys and girls, Healy continued with his study and compiled data concerning their offenses and whether or not the juvenile court, the institutions for juvenile delinquents, and the specialized treatments aided the offenders. The conclusions that he gathered from his data were not favorable, for he writes, "The long array of data gathered in this book offers convincing evidence that the treatment of juvenile delinquency by some prevailing methods is followed by an amount and extremity of failure that is appalling. Tracing the lives of several hundred youthful repeated offenders studied long ago by us and treated by ordinary so-called correctional methods reveals much repetition of offence. This is represented by the astonishing figures of 61% failures for males (15% being professional criminals and 5% having committed homicide), and 46% failures for girls (19% being prostitutes). The whole group of 675 shows 55% failure. Thus in over one-half the cases in this particular series juvenile delinquency has continued into careers of vice and crime." 11 From these conclusions, one can easily gather that the whole system or method of dealing with the juvenile delinquent must be altered. If the results of the juvenile court, probations,

Institutions for juveniles and specialized treatment are so appalling, there must be another way to deal with this problem so that better results may be obtained.

Recently there has been an interesting study conducted by Simon M. Tulchin concerning intelligence and its relation to crime. He studied 10,413 individuals who were committed to jails and reformatories in the State of Illinois. The conclusion that he reached in his work, "Intelligence and Crime", was that intelligence or lack of it does not explain why an individual becomes a criminal. He, however, concluded that in selecting the type of a crime as a specialty, intelligence was the determining factor. In ranking the various types of crime with the intelligence quotient, he found that the native white inmates of superior intelligence selected fraud most commonly for their crime and the inmates with low intelligence were sex offenders, thieves and murderers. From his data he also points out the fallacy of the generally accepted notion that the habitual offender is not as intelligent as the first offender. He goes as far as to state that criminals are not any more feebleminded nor even inferior in their intelligence than the general public.

In 1940 a new theory on criminality was advanced by Professor Sheldon Glueck of Harvard and his wife, Eleanor Glueck. After studying one thousand delinquent boys for a period of fifteen years, they came to a conclusion that
criminality has a life span. Their opinion is that a delinquent is immature to a certain degree and, after a certain phase of maturity is reached by the delinquent, social adaptation becomes less difficult. To them, the present method of dealing with delinquent boys seems unscientific and rather antiquated. It seems that through the present method we only have probations, fines, commitments, paroles, etc., until the record of each delinquent is incredible. What they would suggest to remedy the problem is an experimentation in hastening the maturity process through other correctional methods that as yet have not been attempted. By hastening maturity in the delinquents, they believe the offenders will be able to adapt themselves sooner to their environments and the long records beside their names can be prevented. They have compiled eleven various tables on this subject and from these they claim they can accurately predict fifteen years hence the chance of a delinquent boy reforming after appearing before the juvenile court judge and after the sentence has been passed.

(6) Summary: The consensus of opinion of the various writers and students on the method of dealing with delinquents is not favorable. Although the problem of young delinquents was recognized as a different one from adult offenders and various legislation, treatment and special institutions founded, the fact remains that this has not remedied the problem. It must be granted that these reforms
are leading up to better ones, but before the solution is reached more study and experimentation must take place. From all the literature on this problem that was available, there was only one theory advanced to deal with this serious social problem. Other writers have reached conclusions from their tabulations of their respective studies that the present method of dealing with delinquency is not the solution. What really is the answer to this serious question? Why have all the reforms that have been instituted and recognition of various differences among offenders failed in reaching a proper solution to this problem? What should be done with potential delinquents and the delinquents? What is the underlying cause of delinquency? All of these questions I will attempt to answer to the best of my ability from the facts that I have compiled in this study.
THE PROCEDURE
CHAPTER III

THE PROCEDURE

The purpose of this study is to discover the probable causes of juvenile delinquency and the method of curbing it.

(1) Problem: A comparison of delinquent and non-delinquent children in such things as intelligence, achievement, environment, etc., in an attempt to discover differences and probable causes of delinquency.

(2) Locality of the Study: The study was made at the Hampden County Training School at Feeding Hills, Massachusetts. Only boys under sixteen years of age, who are committed by district courts, are admitted to this school.

(3) Subjects: A study of forty-five juvenile delinquent boys was made. These boys were committed by various judges of the district courts in the western section of the State of Massachusetts to the Hampden County Training School at Feeding Hills.

(4) Material: The measurement of the intelligence quotient of each boy was obtained through the Stanford Revision of the Binet-Simon test. The achievement of each boy was obtained through the New Stanford Achievement test. Both of these tests have a high reliability coefficient. In each case studied, a case-history compiled by a competent state doctor and social worker was available. Beside the intelligence quotient and achievement, the case-histories included
the following phases: environmental, social and conduct histories, medical histories, physical examinations, school histories and psychiatric examinations.

(5) Procedure: First, it was necessary to get permission to obtain the information desired. After meeting and explaining the purpose of the study of delinquent boys to Mr. Charles W. Bray, the Chairman of the Hampden County Commission, I was fortunate in getting permission from the Commission to study the records and data of the delinquent boys at the Hampden County Training School. On my numerous visits to this institution, Mr. Herrick, Superintendent of the School, gave me all the assistance that I needed. He made all records of the boys available to me, discussed with me the most interesting and unusual cases and the progress of each boy at the institution. Through his generous cooperation, I was able to compile all the information that I needed for this study.

Through the environmental, social and conduct histories of these boys, I gathered the information concerning the family, size of the family, number of delinquents in the family, economic condition of each family, religion, recreation and other phases that were important in each individual case.

Medical histories showed the various diseases and sicknesses that were in the family and with which the delinquent boys were inflicted or from which they had suffered.
Physical examination was given to all of these delinquent boys. The records showed their height, weight and general physical condition.

School histories explained the boys' behavior and general conduct in the various classrooms and also made known the number of schools attended and the number of grades repeated.

School examination or school achievement was obtained through the New Stanford Achievement test. Mainly the grades in reading, writing, language, geography and arithmetic were obtained by means of this test.

Psychometric ratings or intelligence quotients were obtained by administering the Stanford Revision of the Binet-Simon test to each boy.

Psychiatric examinations were also given to all the delinquent boys at this institution. From this data many valuable and interesting conclusions were gathered.

From all the data that was available and with the cooperation and assistance of the superintendent of the institution, I was able to gather all the information. The results of this study are found in the following chapters.
DESCRIPTION OF DATA

INTELLIGENCE
IHTSLLIOSHCM

Xa the previous chapters I have given a general introduction to this study, a short history of the background leading up to this work, and the procedure that I have used in conducting this study. It is very important in the study of delinquency that some means of testing the intelligence of the subjects be used. We must find their intelligence quotients before any other phase of the study can be undertaken. In order to obtain this, a good objective test must be administered. Before any test is selected for this study, however, we must take into consideration just what type of intelligence we are seeking. Many psychologists agree that there are three different types of intelligence, namely, abstract intelligence, concrete intelligence, and social intelligence. The abstract intelligence shows the ability to respond to various symbols such as words, letters, numbers, etc. The concrete intelligence shows our ability to respond to concrete objects. It is the ability to comprehend concrete situations and to react to them adequately. The social intelligence is the ability to understand and react adequately to persons. This type of intelligence is very difficult to measure and as far as I know there has not been as yet a reliable separate scale established for it. The type of intelligence considered in this study of delinquents is the abstract one.

CHAPTER IV
INTELLIGENCE

In the previous chapters I have given a general introduction to this study, a short history of the background leading up to this work, and the procedure that I have used in conducting this study. It is very important in the study of delinquency that some means of testing the intelligence of the subjects be used. We must find their intelligence quotients before any other phase of the study can be undertaken. In order to obtain this, a good objective test must be administered. Before any test is selected for this study, however, we must take into consideration just what type of intelligence we are seeking. Many psychologists agree that there are three different types of intelligence, namely, abstract intelligence, concrete intelligence, and social intelligence. The abstract intelligence shows the ability to respond to various symbols such as words, letters, numbers, etc. The concrete intelligence shows our ability to respond to concrete objects. It is the ability to comprehend concrete situations and to react to them adequately. The social intelligence is the ability to understand and react adequately to persons. This type of intelligence is very difficult to measure and as far as I know there has not been as yet a reliable separate scale established for it. The type of intelligence considered in this study of delinquents is the abstract one.
Individual and Group Tests: Intelligence tests may be individual or group. There is no doubt that the individual test is the more reliable and the more difficult to administer. One must, therefore, have special training in administering the individual test properly. An experienced psychologist in testing an individual may find through observation much more than the mental age which the test will show. Through this observation he can determine in part the character and the personality of the person tested. This can be accomplished only by an experienced psychologist. Although most of the group tests are reliable in obtaining the intelligence quotients of the persons tested, there are certain things lacking in these tests that the individual tests have. In group testing, the examiner explains the directions to the group and usually times the whole procedure. In individual testing the examiner has a closer contact with the person tested and no definite limit on time is set. In this type of test emotional disturbances can be better controlled because a well qualified examiner can observe certain reactions in the person and act accordingly. He can divert the individual's attention from the test to some personal affair and in this way obtain a normal or unemotional reaction from the one tested. In group testing, this is not probable.

Individual Test Administered: One can readily see why an individual test was used to obtain the intelligence
quotients of the delinquent boys tested in this study. Fortunately the test was administered by competent and experienced examiners so that very reliable intelligence quotients were obtained. The individual test that was administered was the Stanford Revision of the Binet-Simon Tests. This test has a high reliability coefficient and may be considered as one of the best individual tests obtainable. Therefore the results from this test are without doubt the best that could be obtained.

(3) Stanford Revision of the Binet-Simon Tests: The Stanford Revision of the Binet-Simon Tests "consists of a miscellaneous group of about ninety tests arranged in groups of about six or more for most ages from age three to age fourteen with the addition of tests for two higher levels, called average and superior adult. These tests are given orally by the examiner and the child is scored right or wrong. Only so many tests are given as is necessary to determine the intelligence level of the child. The whole scale is not given to every individual. Beginning with a level well within the child's ability, the examiner proceeds as far as possible up the scale to an age level where all the tests are failed."\(^{12}\) Intelligence quotients between 90 and 110 are considered to be normal and the ones higher than 110 are superior and the ones below 90 indicate dullness and feeblemindedness. The following classification of the intelligence quotients will indicate the category of the

12. Fintner, R. *Educational Psychology*, p. 95.
various I.Q.'s:

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<th>Range of I.Q.'s</th>
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<td>Very Superior</td>
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</table>

(4) **Chronological Ages of the Delinquent Boys Tested:**

To determine the intelligence quotients of the delinquent boys, it was necessary to compile their chronological ages. The distribution of the chronological ages of the delinquent boys used in this study shows that the boys' ages range from eight years and three months to fifteen years and eleven months. Table I shows that there are sixteen boys in the fifteen age group, sixteen boys in the fourteen age group, two boys in the thirteen age group, six boys in the twelve age group, two boys in the eleven age group, one in the nine age group, and two in the eight age group. The mean of the distribution of the chronological ages of these boys is fourteen.
Table I
THE DISTRIBUTION OF THE CHRONOLOGICAL AGES OF THE DELINQUENT BOYS USED IN THIS STUDY

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

Mean 14

(5) Mental Ages of the Delinquent Boys Tested: By means of the Stanford Revision of the Binet-Simon Tests the mental ages (M.A.'s) of the delinquent boys were obtained. Mental ages are very significant in this study because without them we would not be able to determine the intelligence quotients (I.Q.'s) and the grades or levels in which each individual should be placed. Having the mental ages and the chronological ages, we can, therefore, obtain the intelligence quotient of each boy used in this study.
### Table II
THE DISTRIBUTION OF THE MENTAL AGES OF THE DELINQUENT BOYS USED IN THIS STUDY

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Mental Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean 11.5

Table II on the distribution of mental ages of the forty-five delinquent boys used in this study shows that one boy is in the seventeen age group, three in the fifteen age group, three in the fourteen age group, five in the thirteen age group, six in the twelve age group, four in the eleven age group, ten in the ten age group, six in the nine age group, four in the eight age group, two in the seven
age group, and one in the six age group. The mean of the
distribution of the mental ages of these boys is eleven
years and five months.

(6) Intelligence Quotients of the Group of Delinquent
Boys: After obtaining the chronological and mental ages
of the forty-five boys used in this study, the chronological
age of each boy was divided by his mental age so that the
intelligence quotient could be determined. The results are
found in Table III.

Table III
THE DISTRIBUTION OF THE INTELLIGENCE QUOTIENTS OF THE DE-
LINQUENT BOYS USED IN THIS STUDY

<table>
<thead>
<tr>
<th>Intelligence Quotient</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 - 129</td>
<td>1</td>
</tr>
<tr>
<td>110 - 119</td>
<td>2</td>
</tr>
<tr>
<td>100 - 109</td>
<td>5</td>
</tr>
<tr>
<td>90 - 99</td>
<td>5</td>
</tr>
<tr>
<td>80 - 89</td>
<td>13</td>
</tr>
<tr>
<td>70 - 79</td>
<td>10</td>
</tr>
<tr>
<td>60 - 69</td>
<td>6</td>
</tr>
<tr>
<td>50 - 59</td>
<td>2</td>
</tr>
<tr>
<td>40 - 49</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean  83.4

One boy possessed a very superior intelligence quotient
of 123; two boys obtained a superior I. Q. of over 110, ten were in the normal level between the I. Q. of 90 and 110; thirteen boys possessed a dull average intelligence quotient between 80 and 90; ten boys were classified in the border line level, for they received an I. Q. between 70 and 80; eight boys were in the moron level, for they received an I. Q. between 50 and 70; and one boy received an I. Q. of 49 that just placed him in the level of an imbecile. The last two levels, namely, the moron and the imbecile, are in the feebleminded classification. The mean of the distribution of the intelligence quotients is 83.4. This indicates that the group of these boys as a whole is classified in the dull average intelligence quotient level. It is surprising to note that from this group of forty-five delinquent boys, 29% normal and superior intelligent delinquent boys and also 29% dull average intelligent delinquent boys were found in the Hampden County Training School. In this group 22% had a border line mentality and 20% were feebleminded. From these classifications, we can readily see that approximately 52% of the boys committed to the Hampden County Training School should be able to adjust themselves to their environment and mentally are capable of doing fairly good work and some excellent work in their respective subjects at school. Why should so many boys of normal or dull average intelligence be committed to this institution? This is the group in which I
am seriously interested because this group possesses the necessary mental ability to lead a well rounded normal life in our society. In the other 42% of the group studied it is evident that due to mental handicap much less can be done. This, however, should not stop us from doing something for these poor unfortunates. As I am primarily interested in the 58% of the boys from this group and the underlying cause of their commitment to an institution, I will endeavor to find some means through which a satisfactory solution can be realized.

The problem of having so many normal individuals in an institution is not only a social but also an economic problem. In the State of Massachusetts it costs approximately $437 per year to maintain a delinquent pupil under seventeen years of age in an institution, while it costs only approximately $87 per year to educate a pupil in the public schools. At the institution where this study was conducted the cost per pupil is approximately $1000 per year. If a solution for the prevention of delinquency among the mentally normal and also among the dull average individuals can be found, we will benefit both socially and economically.

(7) **Summary**: The characteristics of the delinquent group discovered in this chapter are:

(a) Chronological Ages

1. Range is 2 - 3 to 15 - 11
2. Mean is 14

(b) Mental Ages
1. Range is 6 - 8 to 17 - 9
2. Mean is 11 - 5

(c) Intelligence Quotients
1. Range is 49 to 123
2. Mean is 83.4

The mean of 83.4 of the intelligence quotients places the group of delinquent boys in the dull normal classification.
ACHIEVEMENT
There are various tests that measure achievement or knowledge in school work. The tests that deal with subject-matter may be divided into two large groups. One is the general or composite test and the other is the special test. The general or composite tests are composed of various school subjects and by means of the results of these tests a general rating of the educational achievement of the persons tested can be obtained. The special tests, on the other hand, deal with separate subjects and measurements are made only in the specific subjects tested. The New Stanford Achievement Test that was used in this study is a general or composite test. Beside the general educational achievement, the test will show the grades obtained on particular subjects, such as arithmetic, reading, etc.

(1) The New Stanford Achievement Test: The New Stanford Achievement Test was used in this study to determine the grade level of each delinquent boy tested. This is an accepted standard test and age norms are well established so the results from this test are reliable. The test is divided into several different sections. The various sections are: paragraph meaning, word meaning, dictation, language usage, literature, history and civics, geography, physiology and hygiene, arithmetic reasoning and arithmetic computation. The grades that were gathered
from this test were in arithmetic, reading, language, writing and geography. This test has a high reliability coefficient for the different grades so it is regarded as a good measure of the educational achievement of each delinquent boy. The test was administered by a competent and experienced individual so that results gathered are reliable.

(2) Results from the Achievement Test: The following two tables show the distribution of the forty-five delinquent boys in the various subject-matter fields in which

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
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<td>7</td>
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<td>3</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Means 6.0 5.7 5.3
they were tested. Table IV shows the different grade levels that the boys have obtained in reading, writing, and language. It is interesting to note the different frequencies and the grade levels of these boys. The highest mean was obtained in the subject of reading. The mean of the group in this subject is 6.0. The lowest grade level obtained was in arithmetic which had a mean grade of 5.2. The difference between the highest and the lowest mean in the subject matter obtained from this test shows the group as a whole is in the fifth grade level. The mean of the five subjects tested is 5.5. The results from this test show that the group of boys are much lower in their grade level than their mental ability warrants. Judging from the mean of the intelligence quotients, this group should have obtained at least two grades above the one it received in this test. Therefore, the grade level obtained in this test is not commensurate with the mental ability of the group.

The case histories of the boys show that practically every boy who was committed to the Hampden County Training School was a truant. This being the case, one can readily determine the probable reason from the results in achievement why these boys were truants. Seeing that the group is at least two years below the grade level that they belong in, it would be reasonable to assume that one of the causes for truancy would be lack of knowledge in the sub-
Table V

THE DISTRIBUTION OF ACHIEVEMENT IN SUBJECT-MATTER IN GEOGRAPHY AND ARITHMETIC

<table>
<thead>
<tr>
<th>Grade</th>
<th>Geography</th>
<th>Arithmetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
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<tr>
<td>6</td>
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<tr>
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<td>4</td>
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<tr>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Means 5.3  5.2

ject-matter of their respective classes. Falling back in their studies may be due to many different causes, but the fact remains that this is an amply cause for truancy. Again, we attribute this cause to many various reasons. We must not, however, forget that the school is mainly responsible because the teacher should take it upon herself to notice and to understand such a problem and try to remedy rather than to ignore it as is usually done. If this problem could be remedied, we would have fewer truants. If we take the
58% of the boys who were classified in the normal and the dull average groups, we will find that the mean of their intelligence quotients is 87.7. Why should so many boys from this group continue to be truants until they are committed to an institution? There must be something wrong with the school which they attend or with the teacher who is assigned to that school or probably with the subjects which are taught. Whichever may be the case, there still remains something very unpleasant about the school to keep these lads away from it. The main problem for the school in this case is to make things pleasant for these children and try to help them instead of ignoring or punishing them.

(3) Grades Repeated: From the study of the school histories of these forty-five delinquent boys, it was surprising to find the great number of grades that were repeated by these boys. Out of the forty-five boys used in this study, thirty-two of them repeated one or more grades in school. The total of the grades repeated by this group is forty-nine. There were three boys who repeated grades five times. One boy with an intelligence quotient of 77 repeated the first, second, third, fourth, and seventh grades. This boy came from a wretched home. Both of his parents have court records for drunkenness. They also show very little interest in the boy. Another boy repeated first, second, third, fourth and fifth grades. His intelligence quotient is 70. He comes from a good home. His parents are
foreign born and own their own home. His low I. Q. is probably due to a serious language handicap because his reasoning ability is good. The third boy repeated third, fourth, fifth and sixth grades three times. Surprising to note, this boy's I. Q. is 106. This lad comes from a broken home. He never liked school, so he became a truant and a problem when in school. The boy possesses a pleasing personality and good intellectual ability. His associates were all truants and pilferers. His dislike for school was the main cause for his behavior.

The grades and the number of times that they repeated are as follows: the first grade was repeated nine times by the boys in this group, the second grade was repeated seven times; the third grade was repeated five times, the fourth grade was repeated nine times, the fifth grade was repeated seven times, the sixth grade was repeated seven times, the seventh grade was repeated three times, the eighth grade was repeated once, and the ninth grade was repeated once. This gives us the total of forty-nine grades repeated by the thirty-two boys or 71% of the forty-five delinquent boys used in this study.

(4) Schools Attended: In the study of this problem of delinquent boys, it is quite important not to overlook the various schools that were attended by these boys before they were committed to the institution. Many times a cause for truancy may be detected by a transfer from one
school to another. Then this is done, the boy becomes separated from his friends and it is often difficult for him to make new friends rapidly in new surroundings. This transfer at times causes a dislike for that particular school and everything about it. This in turn causes the boy to get away from it until he builds up the habits of a regular truant. Naturally, when he is caught repeatedly, he is brought before the district court and committed to an institution. If we were not to consider the environments and the intellectual abilities of these boys, we could safely say that 49% of this group became truants because of these transfers. I say this because, from the study of these boys and the number of schools they have attended, we have two per cent that attended six different schools, seven per cent attended five different schools, seven per cent attended four different schools, nine per cent attended three different schools, twenty-four per cent attended two different schools, and fifty-one per cent attended only one school. From these figures we see that forty-nine per cent of the group have attended two or more schools.

(5) **Summary:** The results of the chapter on Achievement are as follows:

(a) The group is in the fifth grade level.

(b) Seventy-one per cent of the boys repeated one or more grades.
(c) Forty-nine per cent of the boys attended two or more schools.
CHAPTER VI
ENVIRONMENT

In the preceding chapters on the description of data I have compiled the data on intelligence quotients, educational achievement, grades repeated, and schools attended by the forty-five delinquent boys used in this study. To get a more complete and thorough picture and the probable causes of the behavior of these boys, we must study their environments. From the case histories compiled by competent psychiatrists and social workers, very interesting data on environment has been obtained.

By environment I mean the immediate surroundings of the boys, which includes economic level, good or bad homes, parental relationship, parental neglect or lack of control of the boys, and the influence of family life, whether it be good or bad. In the economic level we have five different classifications, namely: destitution, poverty, normal, comfort, and luxury. By parental relationship I mean whether the parents are separated, divorced, dead, or missing. This would fall in the category of broken homes. By parental neglect or lack of control I mean whether the boys are neglected by their parents and whether the discipline in the family life is good or bad. By bad influence in family life I mean the general behavior of the parents in the home surroundings. By this is meant whether the parents are alcoholic, have court or prison records, or are
mentally deficient.

(1) **Economic Level:** It is generally agreed that poverty and its concomitants play a minor part in the probable causes of juvenile delinquency. This factor, however, cannot be ignored because where there is poverty and destitution the chances are greater for an individual to become a delinquent. The lack of funds and material goods is a good reason for an individual to do something contrary to law and in this way become a delinquent. In this study, seven per cent of the boys came from destitute homes, fifty-three per cent of the boys came from poverty stricken homes, thirty-eight per cent came from normal economic level homes, two per cent came from comfortable surroundings and none from the luxurious surroundings. It is interesting to note that sixty per cent of the boys came from destitute and poverty stricken homes and forty per cent came from normal or well-to-do homes. If one is to accept the figure of sixty per cent of the boys coming from economically poor homes, one could assume that this condition is directly causative of a large percentage of these boys becoming delinquent. This assumption, however, cannot be made to juvenile delinquency in general, because out of a large number of delinquents only a small number of the delinquents are usually committed to institutions. Seeing that this study was conducted only with the juvenile delinquent boys that have been committed to an institution, we cannot say
that the percentage would be as high as sixty if a general study of a large group of delinquents were made. Healy, in his study of the economic levels of 675 delinquent cases in and out of institutions, found that five per cent were in the destitute class, twenty-two per cent in the poverty class, thirty-five percent in the normal class, thirty-four per cent in the comfort class, and only four per cent in the luxury class.14 However, Burt, in his study of a young delinquent, after a careful comparison of a delinquent with a comparable non-delinquent group of children living in the same environment, lists fifteen various conditions in the order of their importance to the causal factors of delinquency. Among these fifteen conditions, poverty and its concomitants is listed fourteenth in importance.15 It is safe to say, therefore, that this study and other studies conducted on the problem show that poverty and destitution are not very significant in determining the direct cause of an individual becoming a delinquent.

(2) Good Homes: It is very essential to have good homes if we desire to do any constructive work in curbing delinquency. By good homes I mean homes with proper necessities in order to lead a normal family life, good parental care and above all good parental control of the individuals. Good homes without this good parental control or discipline

are as bad as the ones that are neglected. Out of the forty-five cases on delinquency studied, only nine per cent of the boys who were committed to this institution came from good homes. It is, therefore, very important to improve the relationship of parents and children so that better home life is attained. This, however, can only be attained among families where intellectual abilities are such as would not place them in the moron or feebleminded classification. If this can be realized, the percentage and the number of cases in delinquency will be greatly curtailed.

(3) Parental Relationship: This topic can be properly defined by two words, namely, "broken homes". By broken homes, as stated before, is meant that the parents are either divorced, separated, dead, or missing. Of the cases studied I have found that forty-nine per cent of the group were from broken homes. After studying each case carefully, the main cause of this group becoming delinquent could be placed on the broken home. As soon as this condition came about in the family, certain parental control of the individual concerned began to be lacking. This in turn went on until all parental control failed and then the individual was brought before the district court and committed to an institution. In other cases, when the parents were divorced or separated, the child was placed with either the grandparents or with friends of the
family, while one or both of the parents would neglect and very seldom see the unfortunate child. The child in turn would realize what it meant to be without direct parental control and would soon begin to act and do things for himself. If the grandparents or friends of the family could foresee this or really interest themselves in the child, probably delinquency could be averted. This, however, is usually not the case because grandparents are either too old to take proper care of the child, or too lenient with him; while friends of the family are indifferent toward him because they are primarily interested in the compensation for the care of the child. In both cases the child is left to himself and does not lead the proper home life that he would have under parental guidance and love. As time goes on this boy shifts for himself until he becomes quite independent and, with outside influences, usually bad, is led into mischief. This goes on until the boy becomes a disciplinary problem and later a delinquent.

(4) Parental Neglect or Lack of Control: From the careful analysis of the case histories of these forty-five delinquent boys, I found that defective discipline in the home life is the most significant cause which leads to juvenile delinquency. Of all the cases studied, there is eighty-seven per cent of the group who fall in this category. Many of these cases were due to broken homes,
many were from parental neglect and bad influence in family life. Whatever may be the cause of defective discipline, the fact remains that this defective discipline as found in this study is the most important factor causative of juvenile delinquency. To eliminate this cause, we must first remedy the condition at home because the lack of control really starts at home. This, however, in so many cases is not accomplished at home, so the school should take over in the cases where the home has failed. If the children are neglected at home and also are not controlled properly, every school instructor should be alert and try to pay particular attention to these children. School instructors or teachers can be of great assistance in curtailing delinquency if they would only be a little more observant, understanding, and a little more helpful in trying to help some of these individuals. In other words, especially in disciplinary cases, there should be a close cooperation between the school and the home.

(5) Bad Influence in Family Life: A careful study of the forty-five cases of delinquent boys shows that sixty-seven per cent of them received bad influence from their respective homes. By bad influence in family life I mean where the parents quarrel in the presence of their children, appear drunk, commit crimes where the police are forced to arrest them at their homes, etc.. This bad influence usually leads to disrespect for one or both parents.
Through this the parents lose control of their children and finally this leads the children into delinquency. Out of this group approximately sixteen per cent of the cases had more than one delinquent in the family. In one family where there were seven children, we found three delinquents and the father was serving time in the State Prison. In another family with three delinquents out of seven children, the father was committed to the Northampton State Hospital. This hospital is for mentally ill individuals. It was interesting to note that from these delinquents, the boy that was committed to the Hampden County Training School had a very high I. Q. of 123. One family of five children had three delinquents; the boy who was committed to this institution had an average I. Q. of 95. In one family of two children, both of them were delinquents and the father had a court record. One colored family of ten children had two delinquents. In this family the home life was very bad. The father was colored and the mother was part colored and part Indian. The father was alcoholic, never worked, and finally deserted the family in 1938. He had not been heard from since. The mother has a very poor reputation. Since 1939 she has had two illegitimate children. The boy, however, has an average I. Q. of 94. The family is supported by the Public Welfare. In another case, there was a family of four children from which two boys were delinquent. The father was arrested six times for drunkenness and sentenced twice. One of the most
interesting and also pathetic cases was the family with fourteen children. In this family we found four delinquent children who were committed to institutions and the father was sentenced to prison for incest. Previously both parents had court records for drunkenness. Both parents were forty-one years of age. At the time of the investigation there were fourteen children living and there had been three miscarriages. The oldest child was a boy, Cleo, 17, who was committed to the Shirley institution for larceny; Lylola, 16, was doing housework; Edna, 15, was committed three times to the House of the Good Shepherd for running away from home twice and for incest by the father; Eugene, 14, the case studied, was subject to petit mal seizures from the age of eighteen months to the age of five years and later was committed to the Hampden County Training School; Hein, 13, attends grammar school; Armand, 12, was committed to Lyman School; Paul, 11, is subject to convulsions; George, 10, had convulsions at the age of eighteen months; Rita, 8, attends grammar school -- after this child was born, the mother was blind in one eye for six months; two miscarriages followed within five months; Theresa, 6, had convulsions at the age of eighteen months; Robert, 5, at home; Henry, 4, at home; Leon, 2, at home; a miscarriage after three months of pregnancy; Doris, 1, at home. The family was aided by the Public Welfare and the W. P. A. After the crime com-
mitted by the father, he was sentenced to prison. Further investigation of the family shows that after one year of the father's incarceration an illegitimate child was born. The Public Welfare Department of the city forced the father to support this child and finally broke up the home by placing all the children in various institutions or foster homes. The boy who was studied in this family had an I.Q. of 65, which placed him in the feebleminded classification.

There are various behaviors and incidents that made home life not very pleasant for the children used in this study. We have fourteen per cent of the families from this group where fathers had prison records; twenty-five per cent where the parents or members of the family had court records and additional twenty per cent where parents were arrested for drunkenness; eleven per cent of the mothers from broken homes led a life that gave them a very poor reputation in the eyes of the neighbors and the law. Such conditions and behavior, no doubt, led some of the boys into disrespect for one or both parents. Without this respect for their parents and with the bad influences received in the home surroundings, naturally the boys would be led into disrespectful acts until they would commit some deed which would be contrary to law and in this way become delinquent and finally a commitment to an institution would follow.

I have found in this study that home influences are
more significant in curtailing or spreading delinquency than influences outside the home. Burt, in his study of a young delinquent, came to this same conclusion for he writes, "... Of environmental conditions, those obtaining outside the home are far less important than those obtaining within it; and within it material conditions such as poverty, are far less important than moral conditions, such as ill discipline, vice, and most of all, the child's relation with his parent. Physical defects have barely half the weight of psychological and environmental. Psychological factors, whether due to heredity or to environment, are supreme both in number and strength over all the rest. Intellectual conditions are more serious than bodily, and emotional than intellectual; while psychoanalytic complexes everywhere provide a ready mechanism for the direction of overpowering instincts and of compressed emotional energy into open acts of crime."16

(6) Summary: Of all the environmental conditions, I have found through this study that defective discipline is the most important factor in causing delinquency. It does not matter how this defective discipline is brought about. The only thing that does matter is that it is present in approximately ninety per cent of the cases studied. If the remaining approximately ten per cent of the cases were more closely studied, I believe that somewhere in this remaining group we would find some disciplinary problem in

each case. The defective discipline may have been caused by a broken home, parental neglect or lack of control, bad influence at home, etc. Taking all of the various probable causes for the defective discipline, one could assume that practically every individual before becoming a delinquent must pass through one or more of these stages before he becomes a delinquent. If somewhere this can be checked, it is probable that delinquency can be prevented to a great extent. It is, therefore, everyone's concern that comes in contact with any potential delinquent, whether it be at home, school, or recreation center, to make an honest attempt to prevent any child from becoming a delinquent.
SUMMARY AND CONCLUSIONS
CHAPTER VII

RESTATEMENT OF PROBLEM AND SUMMARY OF CONCLUSIONS

This problem was concerned with:

(1) A comparison of delinquent and non-delinquent children in such things as intelligence, achievement, environment, etc., in an attempt to discover differences and probable causes of delinquency.

(2) Summary of Conclusions: The findings of this study are as follows:

(a) The Chronological Ages of the Delinquents:
   1. Range is 3-3 to 15-11
   2. Mean is 14

(b) The Mental Ages of the Delinquents:
   1. Range is 6-3 to 17-9
   2. Mean is 11-5

(c) The Intelligence Quotients of the Delinquents:
   1. Range is 49 to 123
   2. Mean is 83.4

(d) The mean of 83.4 of the intelligence quotients places the group of delinquent boys in the dull normal classification.

(e) The group is in the fifth grade level in most school subjects.

(f) 71% of the boys repeated one or more grades.

(g) 49% of the boys attended two or more schools.
Poverty and its concomitants are of minor importance in the probable causes of juvenile delinquency.

Defective discipline in home life is the most significant cause that leads to delinquency.

Bad influence in family life is more significant in curbing or spreading delinquency than in influence outside of the home.

Discussion: The intelligence quotients of the delinquent boys studied in this work placed them as a group in the dull average mental level. The difference between this intelligence quotient and the normal intelligence quotient is not so great that it would have very much significance in this study. If we take the intelligence quotient of the group, which is 57.4, and the chronological age, which is 14, we will find that this group as a whole is not much lower than a normal level. The difference between these two figures is so small that we can definitely say that the intelligence quotient is not one of the probable causes of delinquency.

In achievement I have found the delinquent boys as a group farther below the normal level than their mental abilities warrant. This may be due to various causes. Certain dislikes for teachers, schools, subject, children, etc., may be the causes of the low score in achievement. All of these causes, however, may be traced to some defective discipline at home or in school. Although the achievement of the group is at least two years below.
its mental capability, it is difficult to conclude that it is very significant in causing delinquency. This low score, in my opinion, is not as important as the real cause of this result. I believe that the low score was not due to the inability of doing or knowing the proper things, but to some defective discipline where he would not do the work or did not care to acquire the proper knowledge. In such testing, it is my opinion that it is not so important whether the individual knows the answers or not, but it is very important whether he is capable of knowing them. In this case I believe the group was capable of knowing them, but he did not know them. Therefore I believe that the achievement of the group is not very significant in the consideration of the probable causes of juvenile delinquency.

The chapter on environment shows great significance as far as the probable cause of juvenile delinquency is concerned. Various phases of home conditions and family relationships were studied carefully in this work and some interesting results were gathered. From these results I can safely say that juvenile delinquency in practically all cases starts with defective discipline which in practically all cases starts at home. If this problem can be checked at home by the parents, teachers, social workers, etc., we will be able to curtail delinquency to a great extent. Other probable causes of juvenile delinquency such as heredity, nationality, religion, physical conditions and others may be advanced and studied, but various
studies show that these are of little or no importance in the problem. Remedy the condition at home and the problem of juvenile delinquency will be partly solved. In other words, prevent the probable cause and you will prevent delinquency.
Ernest D. Brown
8 Sheppard St.
Westfield, Mass.

Age: 13-0 Examined: 8/28/39

Adjudged Delinquent because of STUBBORNNESS and TRUANCY.

Environmental, Social and Conduct History: Father, Ernest, a machinist, is employed at the Gilbert and Barker factory. Apparently there is some friction between the parents, and much disagreement in disciplining the children. The father is obviously impatient with the boy, and recently used banjo practice for punishment. The mother, Anna Ruth Merchant. There are three children. Jean Ruth Hammond, a junior in high school, the mother's daughter by a first marriage, said to be very much favored by the mother; Ernest; Robert, 12, 1926 in Westfield. No information concerning development history was obtained. The family own their home. It seems that the entire family would like to be on a farm, except the father, who prefers to live in the city. According to the father, the lad picks delinquents as associates, and he has been light fingered for years. The boy stated that he likes baseball, basketball and swimming, and likes to "tinker around with things". He reads adventure and dog stories. The lad himself stated that he was careless with books, putting them down anywhere around the house, and then being unable to find them. Not long ago he borrowed seventeen pictures of pigeons from the library. He claims that he returned them, but they were not found, and the parents had to pay more than a
dollar for the pictures. He is out until 2:30 nights. He has never received an allowance. He has been a Boy Scout for two years; but according to the father, he manifested very little interest in this organization. A year and a half ago the father purchased a guitar for him, but he got tired of playing this instrument and wanted a different guitar. This was purchased for him, but he soon tired of it, and the father refused to allow him to give up playing. Finally he was allowed to play the banjo, but he is now tired of taking lessons on that and would like to stop practicing. Unfortunately the father uses practice on this instrument as a form of punishment.

Medical History: He has had mumps, measles and chicken pox. He was accidently struck by a baseball bat at the age of four or five. Now he has a scar over his eyebrow from this. His tonsils and adenoids were removed.

Physical Examination: Ernest is small, slender, fairly well nourished lad of thirteen. He is left-handed, as were his brother and sister, but the sister is right-handed since she began to go to school. One tooth is badly decayed. Tonsils are out.

School History: He has always attended public school in Westfield. He has not been good in mathematics, and is now in the eighth grade.

Examination in School Work: He reads seventh grade material satisfactorily. Spelling is on a questionable sixth grade level. Arithmetic is fair on a sixth grade level. It is
usual for children to forget considerable knowledge of school subjects which they have acquired the preceding year; and for this reason the previous year's subjects are always reviewed in the fall.

This gives a rating of average intelligence according to the Stanford Revision of the Binet-Simon Test.

Psychiatric Examination: He gives the reason for the theft of money from his father and running away as a punishment of the father. He is quite hostile because the father uses banjo practice as a means of punishment. The lad does not face his problem well at all. He admits misdemeanors, but does not blame himself for getting into difficulties. He is quite capable of placing the responsibility on someone else's shoulders. He is obviously quite resentful because the sister is an outstanding favorite. She has an allowance, and he hasn't. New clothing is purchased for her more frequently than for the two boys. It seems that there is much tension in the home because of the lad's unsatisfactory school grades. The father denies that he calls him names, but his denial is not very convincing. Recently the boy and his pal, Chester Kruczik, started for Chicago. Ernest denies that he intended to run away from home, but merely to stay away for punishment of the father. He expressed the opinion that the father would not care, but that the mother would worry, and therefore the father would be distressed.
Summary and Comment: Ernest is a young lad of thirteen who is small for his age. Intellectually he is endowed with good average intelligence. An older sister is the mother's favorite. The parents disagree in the presence of the children as to discipline. The mother, of whom the boy seems to be quite fond, is unable to control the lad. The father admits that the boy has never been given an allowance because he would spend all his allowance the first day, and have nothing to carry him through the week. The importance of managing an allowance was explained to the father. It was explained that if the child cannot manage 25¢ a week, he will not be able to manage $25.00 a week at twenty-three.

Nature of Problem: I would suggest Hampden County Training School for this boy if he has been truanting.

**ASSETS**

Intellectually well endowed

**LIABILITIES**

Lack of respect for parental discipline, as parents have no respect for each other's method.

Misdemeanors over a period of several years.

Signed: M.D.
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Problem Approved by:

Albert W. Purvis

Date May 29, 1941