Psycho-Social Factors in the Case Histories of Seventy Girls Admitted to the House of the Good Shepherd

Mary Patrice Patton

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PSYCHO-SOCIAL FACTORS IN THE CASE HISTORIES OF
SEVENTY GIRLS ADMITTED TO THE
HOUSE OF THE GOOD SHEPHERD

by
Sister Mary Patrice, C.S.J.

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Social Work

June
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CHAPTER I

INTRODUCTION

Purpose

The purpose of this study is to present a composite picture of the general characteristics of a selected group of delinquent girls committed to the House of the Good Shepherd and to investigate and analyze psycho-social factors occurring in the cases studied so that a determination might be made as to the possible existence of common factors in the personal characteristics and social situation of these girls which may have tended to influence their delinquent behavior. The study may suggest possible areas in which preventative measures are indicated by pointing out factors which may have caused the girls to deviate from socially acceptable behavior.

Need

Over the years, the staff of the House of the Good Shepherd has observed that the girls committed to the institution come from varying socio-economic backgrounds and that there appears to be
considerable differences in their case histories. While case history data have been recorded for the individual girls, no effort has been made to organize and assemble the data so that the incidence of the various case history factors could be calculated in a representative sampling of the cases and scientific observations made on the basis of the collective findings and the possible significance of these findings. The staff of the institution has long been interested in obtaining information that would furnish a composite picture, based on scientific fact, of the characteristics of the institutional group as a whole. However, the institution does not have sufficient personnel, or personnel trained in scientific procedure, to undertake such a study. Therefore, the present study may prove of interest and value to the institution by providing this needed research.

Setting of the Study

The House of the Good Shepherd is licensed as a city house of correction and is operated by the Sisters of the Good Shepherd for the care and rehabilitation of delinquent girls so that hopefully these juvenile offenders can be returned to the community to lead useful, wholesome, and happy lives.

The white-robed Sisters of the Good Shepherd, pioneers in the field of training delinquent girls, established themselves in America more than a century ago after two hundred years of labor
in the same area of endeavor in foreign lands. The Chicago branch of the order was founded in 1859, primarily to provide shelter, care, and rehabilitation for women known then as "penitents," who were either referred to the institution by the local courts or entered the institution voluntarily. These women were usually prostitutes, alcoholics, or drug addicts, or had committed some other social transgression. The Chicago fire destroyed the original institution of the House of the Good Shepherd, which was replaced by the present edifice on Grace Street in Chicago.

Gradually the age group served by the institution changed from adults to younger girls. In 1910 a class for the care of dependent children ranging in age from two to ten years was inaugurated. This class was continued until 1940, at which time the last child under ten years of age was discharged from the institution. Thus there has been a gradual transition in the composition of the group served by the Sisters of the Good Shepherd; originally the majority of the institutional group were adults, later the pre-adolescent children, whereas at present the institutional group is composed entirely of adolescents. It has been decided on an empirical basis not to accept girls under twelve years of age since it was found that pre-adolescents did not make a satisfactory institutional adjustment when grouped with the adolescent girls whose interests and level of maturity differed very widely from the interests and
level of maturity of the younger group.\textsuperscript{1}

The institution's intake policy has changed so that there are no longer any voluntary admissions, but rather all admissions are on the basis of court commitment of the girl on a delinquency petition, either by the Family Court of Chicago or by courts adjacent to the Chicago area. Until January, 1955, the minimum period of commitment was one year. At present, the commitment is for two years with the stipulation that the period of commitment may be reduced to eighteen months if the girl's behavior, adjustment, and family situation seem to warrant it. A recommendation for a girl's placement at the House of the Good Shepherd may originate with a case worker attached to one of the courts or to a family or children's agency, or it may be the recommendation of the psychiatrist or psychologist who has examined the girl when she has come into conflict with authority. Girls are not usually committed to the House of the Good Shepherd on the basis of a first offense or upon first coming to the attention of the court. First offenders are usually placed on probation under the supervision of a case worker or probation officer. If, however, the girl then violates probation, a court case worker re-examines the case and may decide

\textsuperscript{1}Annals of the Congregation of the Sisters of the Good Shepherd.
on the basis of further investigation to recommend commitment to
the House of the Good Shepherd. This decision may be based upon a
number of factors: the nature of the offense, the possible need to
protect the girl from herself or from unfavorable influences in
the community, the girl's home situation, the nature of the rela-
tionship between the girl and her family, the age and mental level
of the girl, and whether or not she is Catholic or has close rela-
tives who are Catholic. The institution does not accept girls who
are under twelve years of age or whose intelligence quotient is
less than 75. This policy is based on experience which indicated
that the institution could be used most constructively by "girls
between the ages of twelve and eighteen years with sufficient in-
telligence to be able to profit by the program offered."² There are
no limitations on intake on the basis of race or religion. An ef-
fort is made, however, to avoid accepting girls who are so serious-
ly disturbed that they may have a detrimental effect upon the in-
stitutional group or those known to have committed the more serious
offenses (such as drug addiction, carrying a gun, and so on). How-
ever, this particular phase of the institutional intake policy is
not rigidly adhered to but rather decisions regarding admission of

²Brochure published by the House of the Good Shepherd.
girls with especially difficult problems are made on a case by case basis. The decision to either accept or reject a girl is made jointly by the Mother Superior, the two Sister Directresses of the classes, and the institutional social worker, on the basis of the case summary submitted to the institution for consideration prior to the court hearing. At the time of the court hearing, the presiding judge may or may not follow the recommendations of the case worker, the psychiatrist, and/or the psychologist regarding commitment of the girl to the institution. However, in most instances when such a recommendation has been made and the girl has been accepted as a suitable potential candidate for placement by the institution's staff, the judge's decision is usually in accord with the recommendation that the girl be committed to the House of the Good Shepherd. The length of the commitment is determined by institutional policy and mutual agreement and understanding between the presiding judge and the institutional staff.

Scope

An average of 120 delinquent girls are committed each year to the Chicago House of the Good Shepherd for care and rehabilitation. This particular study focuses on an analysis of the closed case records of 70 delinquent girls who were discharged from the House of the Good Shepherd sometime in the period between September, 1953, and September, 1954. Since there was a total of 132 cases closed
within the time period studied, the sampling of 70 cases selected for the study represents well over half of the total number as well as over half of the yearly enrollment.

Originally it had been the intention of the writer to study two groupings of delinquent girls; one a group committed to the institution in 1953 and the other a group committed seven years earlier, i.e., in 1946, the year following the end of World War II, as this would enable the writer to make a determination as to whether there were any striking differences or similarities in the two groups or whether there had been any change in the personal characteristics or family situation of the delinquent girls committed to the institution over the years. However, since the institution has only begun to keep comprehensive case records in the past two years, it would not have been possible to obtain uniform data on the two aforementioned study groups, and, therefore, the decision was reached to limit the study to cases of girls discharged from the institution in the period between September, 1953, and September, 1954.

Method

The primary source material used for the study was the case records of the delinquent girls institutionalized at the House of the Good Shepherd. A sampling was taken of the 132 cases that fell within the time period of the study. Seventy of the total number
were selected for study. The method of selection was as follows: every other case was selected except in three instances in which the cases indicated for selection by this method were by-passed in favor of the case immediately following when the data available in the first record were markedly deficient. After the sixty-sixth case was reached, the last four cases were used to make the total number of 70 cases decided upon for the study.

A schedule was devised to facilitate the collection of pertinent and uniform data on each of the case records. The information contained in the schedule was divided into two broad categories: one relating to the personal and social situations of the juvenile offender, and the other relating to her family background and home environment. The data elicited from case records regarding the girl herself were:

1. Identifying information about the girl and factors relating to her home, school, and social adjustment with emphasis on the nature of the offense which precipitated her institutionalization, and a history of any previous conflicts with authority.

2. Information about the members of the offender's family such as age, educational background, employment, social, physical, and mental defects and/or penal experiences as well as information relative to the home conditions and general economic status of the family.
A schedule was completed on each of the 70 cases, and the data were transferred to a master schedule and then tabulated to facilitate analysis of the findings.

Background information for the study was obtained from reading the Annals of the Congregation of the Sisters of the Good Shepherd, personal conferences with the Mother Superior, interviews with the Directresses of the classes, and the staff psychologist, as well as extensive reading of literature on the subject of delinquency.
CHAPTER II

PSYCHO-SOCIAL FACTORS IN THE STUDY GROUP

As indicated previously, the research design in this study was based on the statistical and case study method, and information about the study group was, therefore, confined to that available in the case records on file in the House of the Good Shepherd. This limitation precluded an intensive consideration of all possible factors which might have influenced the maladjustment of these delinquent girls. A complete investigation of all of these factors would involve the taking and analyzing of case histories, interviews with parents, complainants, probation officers and other court officials. This chapter will present the findings regarding certain objective factors in the life situation of these girls, such as their race, nativity, religion, religious practices, ordinal position among their siblings, health history, leisure time activities, the type of neighborhood in which they lived, results of psychological examinations, the girls' school history, the complainant in each case, the nature of the offense, previous in-
stitutional history, and age when first known to authority. This listing, as compiled by the writer, does not include all possible objective factors anent the delinquent girls in this study, but was limited to the information that ordinarily could be elicited from referral summaries from Juvenile Court or other parts of the institutional case record. The data regarding leisure time activities were recorded in such a small number of cases that it did not warrant tabulation statistically.

Race and Nativity

An analysis of the racial factor in the study group revealed that 59 or 84.3 per cent of the girls were Caucasians, and 11 or 15.7 per cent were Negroes. The statistics available in the office of the archdiocesan Catholic newspaper, The New World, showed that 5 per cent of the Negro population in Chicago is Catholic.\(^1\) This may explain then why there were so few Negroes committed to the House of the Good Shepherd in the time period studied, since this institution was founded primarily for services to the Catholic girl. Ninety per cent of the girls were of legitimate birth; 10 per cent were of illegitimate birth. Sixty or 85.7 per cent of the girls were American born and only 4 or 5.7 per cent were foreign born;

\(^1\) Information from a personal interview of the author with Miss Ryan, librarian for The New World.
and in 6 cases the place of birth was not recorded in the case record.

Religion and Religious Practice

Since religion could be an important stabilizing influence in a person's life, it seemed appropriate to examine the religious affiliation and practice of the delinquent girls and their families. It is recognized that many individuals may claim religious affiliation when actually religion may not be an active force in their lives. For this reason figures on religious connection are difficult to interpret. Forty eight of the girls were Catholic, 17 were Protestant, and in 5 of the cases the records did not show the girl's religion. Of the 70 cases studied, 24 girls indicated that they practiced their religion regularly, 26 acknowledged that they did so only occasionally, while in 12 instances the girls admitted that they did not attend church at all.

Ordinal Position among Siblings

Concerning sibling position in relation to juvenile delinquency, Sletto points out that the individual's order of birth and his sibling position have some bearing on criminality and delinquency. The thought in regard to this is that certain sibling positions might be subjected to stronger pressures of family tension. Sletto made a comparison of the age, sex, and sibling position of 1,145 delinquents and concluded that the order of birth, considered
in relation to sex distribution of siblings, is statistically significant as a factor in delinquency. For example, older brothers have a higher delinquency rate than have younger brothers, and older sisters than younger sisters. He also states that girls with no siblings of the same sex tend to approach the delinquency standards of their brothers. The present study showed that 20 of the girls had no siblings of either sex, that 15 girls had older sisters, and that in 35 cases the offender was the oldest daughter in the family. Doris Chaplin suggests that the explanation of the delinquency ratios of children in various sibling positions may lie in the roles that they play in family life. While the order of birth and the relation to the other siblings may have significance, this author recognizes that other factors are present which might motivate delinquent behavior, i.e., younger children who may not be old enough to be delinquent, the conditions of the home may change, such as in the death of a parent, or there may be a change in economic status. Chaplin makes further comment that sometimes delinquency is accidental or adventitious, since no two children live in identical environments, even though they live in the same

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dwelling. For example, the emotional environment might be different for each child because of the different degrees of affection shown to the children in the family. Further, even though the children were residing in the same home, they might be influenced in their behavior by conflicts and anxieties arising from factors in other areas such as school and contact with peer group. Sutherland made an investigation of delinquency in terms of the "only child," the first child, and then of children in a large family. He concluded that the "only child" and the child from the large family seem to be prone to delinquency. He gave no explanation or proposed no theories regarding the cause of delinquency in the "only child." However, concerning delinquency existing among the children from large families, he stated that one might attribute this to the greater desires of children of the poorer classes to escape the discomforts and deprivations of homes which are unable to adequately provide for the children's material needs.

In this study, the largest incidence of delinquency in relation to ordinal position occurred in the "only child" and the youngest child groups. Twenty of the girls, or 28.6 per cent, were

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"only" children; 25 of the girls or 35.7 per cent were the youngest children in the family. Of the remaining 25 girls, only 10 or 14.3 per cent of the total number were the eldest in the family, and 15 or 21.4 per cent had both older and younger siblings.

TABLE I

<table>
<thead>
<tr>
<th>ORDINAL POSITION OF OFFENDER AMONG BROTHERS AND SISTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
</tr>
<tr>
<td>Only child</td>
</tr>
<tr>
<td>Firstborn</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>Youngest</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

This present study also revealed the existence of Juvenile Court records on siblings of the girls in the study group. Eight girls had sisters who had been committed to the House of the Good Shepherd, and 23 had siblings with delinquent records but no commitments. Seventeen of the girls had either brothers or sisters who at one time or another had been committed to state training schools.

**Previous Institutional History**

Investigation into the previous institutional history of the girls in the study group revealed that 26 had been in institutions.
i.e., orphanages, detention homes; 24 of the girls had no previous institutional experience. In 20 of the cases there was no mention in the record of previous institutionalization; however, one could not necessarily assume from this that there had been none in every case. In 8 cases the girls were between the ages of 9 and 12 years when they were first known to the court; 30 girls were between the ages of 13 and 16, while 25 of the girls were over 16 years. In 10 cases the records showed that the offender committed her offense alone, whereas in 40 of the cases the offense was committed in company with 2 or more juveniles, while in 10 instances the offense was committed with an adult.

Health History

It was considered important to explore the health histories of the girls studied because of the possibility that any serious defects or abnormalities might conceivably have an adverse influence on the behavior of the girl. However, the findings revealed that the results of the physical examinations of 85 per cent of the girls were essentially negative. Of the remainder of the cases only 3 showed that the girl was in need of medical attention because of glandular obesity and in two cases for defective vision.

Neighborhood

Poor housing is a symptom of social and economic inadequacy and is likely, therefore, to characterize the background of a
child brought before a juvenile judge. A poor family usually cannot pay the rent prevalent in a good neighborhood. Overcrowded living quarters may result in lack of privacy and thus contribute to cases of delinquency. Children need adequate living space, otherwise they go to the street to escape the clutter and confusion of the home. The child's own home, in this sense, may contribute to delinquency. It is the lack of family and community resources, poor family standards, absence of supervised playgrounds, and poor community patterns of conduct that are contributing factors to delinquency. Burt suggests, "it is not the bad surroundings alone that create delinquency, but the workings of these bad surroundings on the thoughts and feelings of a susceptible mind." The Gluecks stress the importance of the conditions of the physical environment such as slum and blighted areas, poor housing, the invasion of business and industry into a residential area that may occasion psycho-social problems which in turn may result in delinquent behavior. Slums are usually thought of as areas in which dwellings or


other buildings are dilapidated, poorly arranged, lacking in proper ventilation and light, unsanitary and unhealthful, and in other ways detrimental to the safety, comfort, and morals of the people who live there. A glance at Table II will reveal that 28.1 percent of the girls in the study were products of slum areas. The writer conferred with a staff member of the House of the Good Shepherd familiar with the various Chicago areas in order to classify the neighborhoods in which the girls in the study group lived. Table II shows the distribution of the study group according to the type of neighborhood in which they resided.

**TABLE II**

**TYPE OF NEIGHBORHOOD IN WHICH OFFENDER LIVED**

<table>
<thead>
<tr>
<th>Type of Neighborhood</th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slum Tenement Area</td>
<td>20</td>
<td>28.1</td>
</tr>
<tr>
<td>Blighted Residential Area</td>
<td>38</td>
<td>54.7</td>
</tr>
<tr>
<td>Factory Area</td>
<td>12</td>
<td>17.2</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A blighted residential area is one that is on the downgrade. Although it is beginning to show some slum characteristics and its cultural pattern is of the slum type, it cannot really be designated as a slum area. The people are predominantly the poor, and the
population changes quickly as business moves into the territory. Shaw considers the slums and the blighted areas to be "breeding places of crime." These areas have few facilities for wholesome recreation, which further emphasizes that the environment is unhealthy for growing children both from a physical and a moral standpoint. In many of his writings Shaw describes the effects that overcrowding, family disorganization, and life in the streets of the slum and blighted areas have had on the lives of children. In this study 82.8 per cent of the girls came from either slum or blighted areas.

The factory neighborhood is likewise an area in which a large part of the population consists of transients and immigrants. About 17 per cent of the girls in this study came from this type of neighborhood.

School History

The school supplies the first proof of the child's adaptability and capacity for adjustment in a society which imposes rules that are enforced by non-parental authority. In its function as an agency for child development and education, the school is strategically situated to deal with behavior problems of children. The school has a major responsibility for providing services which can alleviate the problems of adjustment which very often lead to delinquency; such as the inability of some children to achieve at
their actual level of mental capacity. Neumeyer points out that one usually thinks of schools as constructive agencies, but when they fail to perform their designated functions they may become, by virtue of their neglect, contributors to delinquency. A study made of delinquents revealed that for many maladjusted and potentially delinquent children going to school was just another unhappy, frustrating experience.

Low school grades earned by the child may often be due to emotional causes rather than to actual mental defect. Children may fail in school because they are ashamed of their clothes, because of bad environmental conditions and parental handling, or for other reasons that make them conspicuously different or unhappy in their peer group. In her book *Youth in Conflict*, Miriam Van Waters says, "youth rages against the tyrannies of home, school, and community which impose patterns of conduct so distasteful to them." This author claims that many of the conflicts which the child experiences grow out of the inadequate way in which the adult community

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10 Gluecks, p. 139.
meets his emotional needs. A child may steal to compensate for emotional insecurity, or he may truant from school because he is not allowed to use the family car. It has been suggested that the introduction of vocational courses into the school program will do much to meet the problem of the maladjusted child. John M. Brewer believes that while this is desirable, it is more important to teach such children habits of emotional control, consideration for the rights of others, and responsibility for tasks assigned.

No comparison has been made of the intelligence quotient ratings of the girls in this study group because practically all of the psychological testing was done at the schools the girls had attended before admission to the House of the Good Shepherd. Since there was no uniformity in the types of tests administered, any attempt at comparing test results would be invalid.

In the cases studied, the high incidence of retardation may partially be explained in terms of the instability in living arrangements in a number of cases, which caused the girl to shift from school to school. This fact is borne out by the listing on the girl's court record of the number of schools she had attended.

11 Miriam Van Waters, Youth in Conflict (New York, 1925), p. 129.

These same records show that most of the girls exhibited a restless, unhappy attitude towards school. This observation raises a question: How is the school helping the child use the educational situation to satisfy his need for growth and development, for achievement and social prestige? The child who is failing, or who has failed in school, will revolt against reprimand as continued evidence of his failure, and he will likely increase his resistance to authority. It is interesting to speculate how much delinquency might be eliminated if no child were expected to advance in school beyond his innate ability, and if every child could find an area in the educational program in which he could succeed to his own and other people's satisfaction.

TABLE III

NUMBER YEARS OF SCHOOL RETARDATION

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year</td>
<td>17</td>
<td>24.3</td>
</tr>
<tr>
<td>More than one year</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>No retardation</td>
<td>18</td>
<td>25.7</td>
</tr>
<tr>
<td>Not reported</td>
<td>5</td>
<td>7.1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>
**TABLE IV**

**SCHOOL ADJUSTMENT**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>45</td>
<td>64.3</td>
</tr>
<tr>
<td>Not reported</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**TABLE V**

**SCHOLASTIC ACHIEVEMENT**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>28</td>
<td>40.0</td>
</tr>
<tr>
<td>Above average</td>
<td>5</td>
<td>7.1</td>
</tr>
<tr>
<td>Below average</td>
<td>28</td>
<td>40.0</td>
</tr>
<tr>
<td>Not reported</td>
<td>9</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Nature of Offense**

Compilation of reasons for referral of the 70 selected cases shows that they fall into the following categories: sex offenses, running away from home, truancy, unmanageableness, malicious
mischief, and drug addiction. The offenses occurring with the greatest frequency are those in the areas of sex offenses, running away from home and school, and unmanageableness.

**Sex Offenses**

Dr. Irene Josselyn believes that some girls are sexually active not because biological urges are more intense but rather because of a wish to be loved on a dependent level. Having suffered severe frustration because of her inability to arouse love that would give her security on a dependency level, such a girl enters adolescence primarily motivated by a desire to find someone who will love and protect her. Biological maturation gives her a new tool with which to seduce someone into loving her.

The tragedy lies in the fact that her easy submission to sexual advances results in her being a tool for gratification to men who do not attach any deep significance to the relationship; so the girl is again deprived of what she is really seeking—the security of a dependency relationship. 13

Burt says that the adolescent girl who receives no recognition from school, is rejected by her parents, and left unsupervised in a neighborhood which offers inadequate recreational facilities would not be very likely to develop a socially acceptable moral code. Adults, in blaming children for deviating from normal and acceptable behavior, do not realize that they themselves may have produced the confused environment in which the children are being

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raised. The vast majority of girls who come into conflict with the law are sex delinquents who come from low economic and social backgrounds. In the present study, 23 of the 70 cases were referred to Juvenile Court because of sex offenses. Of the total number of cases, 28.1 per cent were products of slum areas.

Running Away from Home and School

Many runaway children suffer from emotional instability or from thwarted desires. To many children, running away represents an escape from unpleasant environmental conditions. While family maladjustment is the usual cause for running away, the school situation may also provoke such behavior in the child. The child may be intellectually unable to meet the demands imposed by an over-burdened teacher who is unable to prepare individualized assignments geared to the mental capacity of the duller pupil. Because the child fails to achieve any degree of success in the classroom situation, he resorts to running away in order to escape censure from the teacher and ridicule from his peer group.

Neumeyer states that the term "truancy" is usually not synonymous with "running away," and that while truancy per se may not be considered a serious problem, yet it frequently goes hand in hand

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14 Burt, p. 221.
with the whole notion of running away from home, and frequently is a part of a series of difficulties. The process may start with some form of personal or social maladjustment or unsatisfactory school experience, which is followed by more serious truancy and misconduct. The Gluecks found that truancy was a significant factor in maladjustment among delinquents who were experiencing both personal and environmental conflicts. The survey which the Gluecks made revealed that truants in general attended more schools and had lower I.Q.'s, lower grade placements, had fewer friends among classmates, and had a greater desire to quit school than the children who came from home and school environments which were able to satisfy their emotional and educational needs. At home the truants experienced more conflicts, had less companionship with parents, had less enjoyment in the family group, and a surprisingly large number ran away from home. In the community, the truants were less adjusted, attended church less frequently, more of them lived in slum areas, associated with law violators, and did not regard their neighborhood very highly. Father McCarthy states that truancy in itself does not argue any inherent depravity; it is more

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15 Neumeyer, p. 234.

16 Gluecks, p. 179.
often a proof of the inadequacy of the educational system which is so standardized that it does not have sufficient concern for the individual who may have special needs apart from those of the rest of the group.¹⁷

**Unmanageable**

Of the girls studied, 21.4 per cent were described as being unmanageable. This is another form of a-social conduct which often brings children to the attention of the authorities. This study revealed that this was one of the categories of misconduct where the parents themselves were the complainants. Rebellion on the part of the child is a natural consequence of the excessive restrictions which some parents impose as a means of having their rigid demands carried out. A child's obedience is related to his reaction to the suggestions and orders of others. The average child, raised by loving parents, will not need to rebel; rebellion results only when he is driven to it by parental attitudes or reactions. One of these reactions, that of excessive restrictions, is seen in those parents who will not tolerate any deviation from the standards which they have set up for the child. These standards may be due to the parents' own need to justify what is really a rejecting attitude

¹⁷ McCarthy, p. 204.
toward the child by making it impossible for him to conform to dem-
mands which are actually unattainable. Excessive permissiveness on
the part of parents and inconsistency of discipline as well as
parental dissensions are common origins of disobedience in the
child, since they create confusion in the child's mind as to what
is desired and what is forbidden. To the child, divided authority
means no authority, and sooner or later he will simply follow the
direction that comes from another source which is more in keeping
with his own wishes and desires. Situations such as these are
especially confusing to the adolescent, who is already disturbed
because she is in the midst of freeing herself from infantile de-
pendency on her parents and is accepting standards of her peer
group. When this confusion leads to lack of respect for parental
authority, the subsequent unmanageability may also be evident in
rebellion against other types of authority, such as the school and
police.
TABLE VI

NATURE OF OFFENSE

<table>
<thead>
<tr>
<th>Nature of Offense</th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>7</td>
<td>10.0</td>
</tr>
<tr>
<td>Running away</td>
<td>22</td>
<td>31.0</td>
</tr>
<tr>
<td>Unmanageableness</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Sex offense</td>
<td>23</td>
<td>32.8</td>
</tr>
<tr>
<td>Malicious mischief</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Other reasons</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Complainant and Nature of Offense

From Table VII it can be seen that the referrals from parents constituted 14.2 per cent of the cases, and the reason for the referral in every instance was the unmanageableness on the part of the girl. Eighty per cent of the referrals to the court were made by the police and all of the various categories of offenses were represented in this particular grouping of cases.

It can be assumed that when the behavior of the child reflects on the parents' personal inadequacy in managing her, the anxiety produced motivates the parents to refer the child to the authority of the court. It is not unusual that so few cases are referred by
parents since, in general, parents are inclined to be protective of their children, either because of their affection for them or because delinquent conduct in their children carries with it the stigma of parental failure. An explanation of the fact that so many girls were brought to the attention of the court by the police was that the offense in the greatest percentage of cases was of a nature that would ordinarily involve police action; i.e., 63.8 percent of the offenses were in the areas of sex problems and running away.

**TABLE VII**

**COMPLAINANT AND NATURE OF OFFENSE**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Police</th>
<th>Parents</th>
<th>Church Officials</th>
<th>Neighbors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex offenses</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running away</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmanageableness</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Truancy</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malicious mischief</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug addiction</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER III

PSYCHO-SOCIAL FACTORS IN THE FAMILY BACKGROUND

OF THE STUDY GROUP

An old truism rediscovered by modern psychiatrists, psychologists, educators, and social workers is that the family is the cradle not only of most of the ideas, sentiments, and attitudes of the growing child but also of most of his insecurities, anxieties, tensions, and other emotional distortions. Father McCarthy in his book Training the Adolescent tells us, "the first and most important place for every form of life guidance is the home. Children naturally turn to their parents for help and counsel in every difficulty. Only when the home fails or proves inadequate will the child turn to other sources as he emerges from the period of childhood to the fuller emotional life of adolescence."¹ It is recognized that very often the parents' own childhood deprivations, frustrations, and other emotional distortions may well have been reflected in their attitudes and practices as they dealt with

¹Raphael C. McCarthy, Training the Adolescent (Milwaukee, 1934), p. viii.
their own children. Lander investigated the traumatic factors in the histories of delinquent boys. He believed that one of the most important factors playing a part in the production of delinquency "is the existence of emotional traumata very early in life; traumata which merely lays the foundation for subsequent emotional and social maladjustment." He further states that maternal and paternal rejection and incompatibility between parents resulting from a difference in cultural tradition were found with significant frequency in the histories of 116 boys. Of that number 99 suffered from one or more of these traumatic factors. Of the remaining 17 subjects, there was definite suggestion of these factors in the history.²

Louis Wirth has called attention to the importance of culture conflict in bringing about delinquent behavior. The child may be subjected to the control of the two groups, the family and the school, one of which sanctions a particular mode of conduct which the other does not accept. This seems to be particularly true of the parents who were not mature when they came to this country, thus finding it difficult to adjust to the American way of life. Now their children are torn between the old world culture, as represented by the parents, and the new, as represented by the school.

the play group, and the other elements of the new way of life. The children are thus forced to live in two cultural milieus at the same time, that of their home, on the one hand, and that of their school and play group on the other. The conflicts which result become factors in the maladjustment of the children.

In the present study, an analysis of the family background indicates, as shown in Tables VIII and IX, that there is no appreciable difference in the cultural background of the offender's parents. Thus it cannot be assumed that dissimilarity of parental background is a major factor in juvenile delinquency in this particular study.

**TABLE VIII**

**BIRTHPLACE OF FATHER AND MOTHER**

<table>
<thead>
<tr>
<th>Birthplace</th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>40</td>
<td>57.0</td>
</tr>
<tr>
<td>Italy</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td>Germany</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td>Poland</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Mexican</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Not reported</td>
<td>4</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>
TABLE IX
NATIVITY OF PARENTS

<table>
<thead>
<tr>
<th>Place of Birth</th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both native</td>
<td>40</td>
<td>57.0</td>
</tr>
<tr>
<td>One native, other foreign</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Both same foreign country</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Each different foreign country</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td>Not reported</td>
<td>4</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Religion of Parents

Religion should play an important part in the life of any individual. Father McCarthy says:

to leave religion out, is to throw away the master key of life, for then you have lost the one compelling and sufficient motive for perseverance in moral rectitude under every circumstance. All other substitutes that have been vainly offered are worse than futile. They cannot serve as a lasting corrective of vicious habits and as an adequate motive power for that sustained self-conquest, which is no less arduous than it is important for the adolescent boy or girl.4

Table X indicates that in 48.6 per cent of the cases studied both parents were Catholic, and in 35.7 per cent of the cases only

4McCarthy, p. 115.
one parent was Catholic. The large incidence of Catholic background is not necessarily due to the intake policy at the House of the Good Shepherd since girls are admitted on commitment by Juvenile Court irrespective of religious denomination. However, the House of the Good Shepherd is the only correctional school for Catholic girls in the city of Chicago, so it could be expected that the largest percentage of the enrollment should be Catholic.

TABLE X

RELIGION OF PARENTS

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Catholic</td>
<td>34</td>
<td>48.6</td>
</tr>
<tr>
<td>One Catholic, other Protestant</td>
<td>25</td>
<td>35.7</td>
</tr>
<tr>
<td>Both Protestant</td>
<td>6</td>
<td>8.7</td>
</tr>
<tr>
<td>Jewish</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No church affiliation</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not reported</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table XI illustrates the extent of religious practice of the parents of the girls studied. The term "religious practices" may need clarification. In this study it represents observable external practices, such as attendance at Mass, receiving the sacraments,
saying grace at meals, displaying evidences of religious articles in the home. The finite mind of man is incapable of assessing the inner religious life of another human being; therefore, in this study the broad area of religion was delimited to factual information regarding religious practices which was volunteered by either one or both parents of the offender when they appeared in court at the time of the girl's commitment. It may be significant to observe in Table XI that the percentage of parents who regularly practice their religion parallels the percentage of parents who do not practice their religion at all. Therefore, it would be impossible to conclude that religious practice of the parents was a deterrent to the development of delinquent behavior in the girl.

**TABLE XI**

**RELIGIOUS PRACTICES OF PARENTS**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Practice</td>
<td>23</td>
<td>32.9</td>
</tr>
<tr>
<td>Occasional</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Regular</td>
<td>22</td>
<td>31.4</td>
</tr>
<tr>
<td>Not Reported</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It can be observed in Table XI that approximately 53 per cent
of the parents practiced their religion regularly or occasionally whereas in 33 per cent of the cases in which this information was available the parents admitted that religious practice played no part in their lives.

From the findings it would not appear that the religious practice of the parents was a deterrent to the development of delinquent behavior of the girl.

**Occupational Status**

Most studies of delinquency have shown that delinquents come from homes of low economic status. This was especially true before World War II, according to a study by Clifford R. Shaw titled *Juvenile Delinquency and Urban Areas*. His study revealed that the father of the delinquent tends to be an unskilled laborer. In consequence, many youngsters have been industrially employed at an early age and subjected to all sorts of temptation in their daily contacts with persons both at work and going to and from work.

With the advent of widespread aid to dependent children under federal security legislation, higher wages, and compulsory school attendance, the economic differential should now be less serious than in earlier times. Even so, the low social status assigned to unskilled labor may still be prevalent and thus create a sense of
inferiority in the child.

The occupational status of the parents of the delinquent girl has been studied in order to determine if there were any existing patterns or trends in the group. The following table indicates the work categories of the offender's parents.

**TABLE XII**

**OCCUPATIONAL STATUS OF PARENTS**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled</td>
<td>26</td>
<td>37.2</td>
</tr>
<tr>
<td>Semi-skilled</td>
<td>30</td>
<td>42.8</td>
</tr>
<tr>
<td>Unskilled</td>
<td>14</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In Table XII "skilled" workers refers to professional, managerial, clerical, sales, and service occupations. "Semi-skilled" refers to such occupations as factory and maintenance workers, and receptionists; while "unskilled" has reference to those engaged in common labor. Since only 20 per cent of the parents of the girls in the study group were classified as unskilled laborers, it would

---

not appear that the occupational status of the parents was an important factor in influencing delinquent behavior of the girls.

**Marital Status of Parents**

In a paper read at a recent Child Congress in Panama, the importance of the child's early formative years in conditioning his future behavior and the character of his interpersonal relationships was stressed. The child receives his first training and guidance from his parents and their influences are of paramount importance in helping him develop attitudes, feelings, and patterns of behavior which are necessary in order that he may become a mature, well-adjusted adult. Both the mother and the father exert an important influence on the life of the child, and, therefore, when the normal pattern of the family group is disrupted by death, desertion, separation, or divorce, the child almost inevitably suffers as a result. In a study made by Paul Torrance comparing 182 boys from broken homes with a comparable number who came from homes with both parents present, it was found that there was a consistent pattern of unfavorable behavior on the part of the boys who came from the

---

broken homes.  

The following table indicates the marital status of the parents and the percentage of broken homes existing in the cases of the delinquent girls in the study group. It can be observed that only 25.7 per cent of the families were living together while 58.7 were disrupted by divorce, desertion, separation, or by death, of one or both of the parents. These findings indicate that there is a high incidence of delinquency in the homes that were broken.

**TABLE XIII**

**MARITAL STATUS OF PARENTS**

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living together</td>
<td>18</td>
<td>25.7</td>
</tr>
<tr>
<td>Not living together</td>
<td>41</td>
<td>58.7</td>
</tr>
<tr>
<td>due to divorce</td>
<td>27</td>
<td>38.6</td>
</tr>
<tr>
<td>separation</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>desertion of mother</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>desertion of father</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>decease of mother</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>decease of father</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>decease of both</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Unmarried mother</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Unmarried mother deceased</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Not reported</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Children need adults who will give them a sense of emotional warmth and security, thus helping them to develop an adequate superego. Family disorganization, with its attendant lack of warmth and respect for the integrity of each member, can have very serious consequences for the growing child. As previously mentioned, the family is the first and foremost means of transmitting the values of a culture to a young child, and non-cohesiveness of the family may leave the child with a very confused and inconsistent cultural pattern. Any type of unhappy homelife may upset the emotional equilibrium to the extent of producing behavior difficulties; therefore, it is important that the emotional setting of the family be secure enough to develop within the child wholesome personality and character traits.

Table XIV, presenting the living arrangements of the offender, illustrates graphically that family cohesiveness (at least in terms of a sustained relationship between the natural parents of the child) is singularly lacking in the majority of cases.

Table XIV indicates that only 25.7 per cent of the girls were living with both parents. Correlative to this finding is the higher proportion of 37 per cent of the delinquents who were living with only one of their parents, while 17 per cent were living with one natural parent and one step-parent, and 14 per cent of the girls were living apart from both parents. With respect to the complete-
ness of the family unit from the point of view of the presence of both parents, the study shows that for this group of delinquent girls the normal pattern of the family group is noticeably disarranged in approximately 75 per cent of the cases. This finding parallels that of Lumpkin, who found in a study of 252 delinquent girls that two thirds of the group came from broken homes. 8

TABLE XIV

LIVING ARRANGEMENTS OF OFFENDER

<table>
<thead>
<tr>
<th>Living Arrangement</th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living with both parents</td>
<td>18</td>
<td>25.7</td>
</tr>
<tr>
<td>Living with one parent and one step-parent</td>
<td>12</td>
<td>17.0</td>
</tr>
<tr>
<td>Mother and step-father</td>
<td>7</td>
<td>10.0</td>
</tr>
<tr>
<td>Father and step-mother</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td>Living with one parent only</td>
<td>26</td>
<td>37.0</td>
</tr>
<tr>
<td>Mother only</td>
<td>20</td>
<td>28.5</td>
</tr>
<tr>
<td>Father only</td>
<td>6</td>
<td>8.5</td>
</tr>
<tr>
<td>Other arrangements</td>
<td>10</td>
<td>14.0</td>
</tr>
<tr>
<td>Foster home</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>Home of relative</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>Institution</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>Home of friends</td>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>Not reported</td>
<td>4</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The present study further revealed that in 60 per cent of the 30 cases in which both a mother and father figure were present in the home, both parents were regularly employed out of the home on a full-time basis. In only 9 of these instances were grandparents, other relatives, or any adult person responsible for supervising the children in the absence of the parents. In the remaining 26 cases in which the girls lived at home with only one parent, the children were unsupervised for at least part of the time due to the employment of the parent. An unbroken home, from which both parents are absent for a considerable amount of time, as in the case of employment, contributes to delinquency just as definitely as does the home which has been disintegrated by reason of death, desertion, or divorce.

**Family Discord**

Where families are in constant tension and there is continual quarreling and bickering, the unbroken home may be as serious a source of unstable behavior in the child as is the broken home.

Investigation of the 70 cases revealed considerable evidence of family discord in a significant number of cases. This information was based on the admission of the parents themselves at the time of the court investigation. It is realized that family tension and discord create an uncomfortable environment that sets up aggressive behavior as well as behavior of protest in the child.
While family tension has never been proven to be more frequent in the situation of delinquents than in that of nondelinquents, it is conceivably a factor which might be considered causal in the delinquency of the child.

**TABLE XV**

**FAMILY DISCORD**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marked</td>
<td>45</td>
<td>64.2</td>
</tr>
<tr>
<td>Some</td>
<td>18</td>
<td>25.8</td>
</tr>
<tr>
<td>Not reported</td>
<td>7</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The family is society in miniature. Because the home is the first training ground for social adaptation, the pattern and emotional tone affect all later and broader social relationships. One phase of social influence, common to all individuals and highly important because of its dynamic quality is that of parental attitude towards their children. Many parents are emotionally immature and unready to fill a parent's place or to guide the child in his emotional development. Their efforts to have their own unsatisfied longings and ambitions fulfilled make them blind to or annoyed with the needs expressed by their children. If these needs for love,
guidance, approval, and for an ideal to emulate are not met in his home, the child is forced to face his social contacts with fear, hate, or unsatisfied longings, which must be fulfilled, or for which he must compensate. This latter alternative finds its outlet in delinquent behavior. Of environmental conditions, those obtaining outside the home are less important than those obtaining within it; material conditions, such as poverty, are far less important than moral conditions, i.e., ill discipline, vice, and most of all, the child's relations with his parents and the parents' attitudes towards the child.

In this study information from the case records regarding attitudes of parents towards their daughters was entered on the schedule and later reviewed and arbitrarily classified by the writer for purposes of tabulations as predominantly: overprotective, indifferent, hostile, rejecting.

A glance at Table XVI illustrates this rather subjective evaluation of the parental attitudes toward the delinquent girls. A more careful analysis of these classifications forced one to conclude that there must conceivably be elements of rejection in all four categories of attitudes. For example, the overprotective attitude of 25 mothers and 18 fathers could also be interpreted as a manifestation of unconscious rejection. Dr. Newell in his study regarding causes of maternal rejection suggests that this rejection
may be expressed by overprotection as a reaction to feelings of
guilt. Similarly there might be elements of rejection in the in-
different attitudes of the 13 fathers and 17 mothers shown in the
table.

TABLE XVI

ATTITUDE OF FATHER AND MOTHER TOWARDS GIRL

<table>
<thead>
<tr>
<th></th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overprotective</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Indifferent</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Hostile</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>Rejecting</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Not reported</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

CHAPTER IV

SUMMARY

1. An analysis of the racial factor revealed that 59 per cent of the girls were Caucasians, and 15.7 per cent were Negroes. Ninety per cent of the girls were of legitimate birth, and 10 per cent were of illegitimate birth. Of the total number of girls, 85.7 per cent were American born and 5.7 per cent were foreign born. Over 50 per cent of the parents of these girls were born in the United States. This finding indicates that the potential for culture conflict between foreign-born parents and American born daughters was not present in a significant number of cases and therefore could not be considered as an important factor in the maladjustment of the group of girls studied.

2. Forty of the girls were Catholics and 17 were Protestant. The study revealed that in 34 per cent of the cases the girls practiced their religion regularly. It was interesting to note that 32.9 per cent of the parents were reported as not practicing their religion regularly, whereas this was true in only 17 per cent of the girls' cases. Concerning an occasional observance of religious
practice, the study indicates the incidence to be parallel in both the parents' and girls' records.

3. The study revealed that 28.6 per cent of the girls were "only" children, 35.7 per cent were the youngest children in the family, 21.4 per cent had both older and younger siblings, and 14.3 per cent were the eldest children in the family. Eight girls had sisters who had been committed to the House of the Good Shepherd, and 23 had siblings with delinquent records but no commitments. Seventeen girls had either brothers or sisters who at one time or another had been committed to state training schools.

4. Twenty-six girls had previously been in institutions, either orphanages or detention homes prior to their commitment to the House of the Good Shepherd. Eight girls were between 9 and 12 years of age when they were first known to the court, 30 girls were between 13 and 16 years, and 25 girls were over 16 years of age. Ten girls committed their offense alone, whereas in 40 of the cases the offense was committed in company with 2 or more juveniles, and in 11 instances the offense was committed in company with an adult.

5. The health histories of the study group revealed that the physical examinations of the girls were essentially negative. Three girls were in need of medical care, one because of glandular obesity and two because of defective vision.

6. About 82.8 per cent of the girls in this study came from
either the slum or blighted areas, while 17 per cent lived in the factory districts.

7. Sixty-seven and two tenths per cent of the girls in this study had been retarded one year or more in school; 64.3 per cent of the records revealed that the girls' school adjustment had been unsatisfactory and that 40 per cent of the school records indicated that the girls' scholastic achievement had been below average.

8. The greatest number of referrals were in the areas of sex offenses, running away from home and school, and unmanageableness. The police made 56 or 80 per cent of these referrals while the parents were the complainants in only 10 cases or 20 per cent of the total cases; the church officials and neighbors each made two referrals.

9. The case records of the study group indicated that in 80 per cent of the cases the breadwinner was employed in either the skilled or semi-skilled job classifications, whereas 20 per cent of the cases indicated that the occupational status was of the so-called laboring class. This finding indicates that the type of work done by the parents did not seem an important factor in influencing the delinquent behavior of the girls. The study further revealed that in 60 per cent of the cases in which both parents were in the home, they were regularly employed out of the home on a full-time basis. In only 9 instances was an older person respon-
sible for supervising the children in the absence of the parents, and in 26 cases the children were wholly unsupervised.

10. This study points out in bold relief the need for concerted effort on the part of the community to be aware of the deprivations of families who because of economic stress are compelled to live in sub-standard areas. Limitation of recreational facilities in these areas may force the children to play in the streets or to have recourse to unorthodox methods of satisfying their needs for recreation. Social agencies could alleviate this pressing problem of preventing undesirable gangs from gaining a foothold in these underprivileged areas by extending group work programs offering opportunities designed to offset the unfavorable influence of the neighborhood gang.

11. The large percentage of girls in this study group who were retarded in school would indicate the importance of focusing attention on the close relationship that exists in many instances between school achievement and psycho-social problems; this in turn would point to the advisibility of using the guidance counselor whenever any such problems were observed.

12. In a significant number of cases, parents of the girls in this study group were employed regularly out of the home on a full-time basis, and in most instances did not provide adequate supervision for the children in their absence. In other instances the
girls were unsupervised for at least part of the time due to the employment of the parents. These findings might suggest at least one important measure in preventing delinquency: namely, that of providing adequate supervision at all times for the child.
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Wirth, Louis. "Culture Conflicts and Delinquency," *Social Forces*, IX (June 1931), 484-492.
APPENDIX

SCHEDULE USED IN STUDY

1. Code Number ________
2. Address ________
3. Birthplace ________________________
4. Foreign born ________ American born ________
5. Legitimate ________ Illegitimate ________
6. Complainant ________________________
7. Nature of offense
   a. Truancy ________
   b. Sex delinquency ________
   c. Against property ______
   d. Running away from home ______
   e. Unmanageableness ______
   f. Against others ________
   g. Drunkenness ________
   h. Malicious mischief ________
   i. Other ________________________
8. Offense committed
   a. Alone ______
   b. With two or more juveniles ______
   c. With an adult ______
9. Age when first known to authority
   a. From 9 to 12 years ______
   b. From 13 to 16 years ______
   c. 16 years or older ______
10. **Nature of first known offense**

11. **Previous institutional history**
   a. Name of the institution
   b. When placed
   c. Length of the commitment

12. **Race of offender**
   a. Caucasian
   b. Mongolian
   c. Negro

13. **Nationality of offender**
   a. Irish
   b. Polish
   c. German

14. **Religion of offender**
   a. Catholic
   b. Protestant

15. **Church attendance of offender**
   Parents' report
   Girl's report
   No practice
   b. Occasional practice
   c. Routinely practiced

16. **Living arrangements**
a. With two parents
  1. Both natural
  2. Mother and stepfather
  3. Father and stepmother

b. Mother only
  1. Natural
  2. Step
  3. Foster
  4. Adoptive

c. Father only
  1. Natural
  2. Step
  3. Foster
  4. Adoptive

d. Other relatives (specify)
  1. 

e. Type of home
  1. Boarding
  2. Own home
  3. Adoptive
  4. Institution

17. Other children in family
  1. Number of male siblings Ages
  2. Number of female siblings Ages
  3. Twins
  4. Ordinal position of offender

18. Scholastic Attainment
  a. Grade 0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
  b. College 1 - 2 - 3 - 4
  c. Business school
  d. Trade school
e. Special training (specify) ____________ For how long ____________

19. School adjustment

a. Social

1. Truancy ____________
2. Behavior problem ____________
3. No behavior problem ____________
4. Cooperative ____________
5. Uncooperative ____________
6. Accepted by group ____________
7. Not accepted by group ____________

b. Scholastic achievement

1. Average ____________
2. Above average ____________
3. Below average ____________
4. Number years retarded ____________

20. Mental tests

1. Date of examination ____________
2. School grade at time of examination ____________
3. Name of test (specify whether group or individual) ____________
4. Chronological age ____________
5. Mental age ____________ 6. I.Q. ____________
7. Name and title of examiner ____________
8. Recommendations ____________

21. Medical history

1. Present height ______ 2. Weight ______ Under ______ Over ______
3. General health ______ 4. Unfavorable health history ______
5. Cardiac ______ 6. Epilepsy ______ 7. Crippled or deformed ______
10. Bad health habits (specify) ____________________________________________

11. Date of last physical examination ______________________________________


18. Handedness: native _____ altered _____ present _____

22. Leisure time activities or hobbies _______________________________________

23. Social data regarding parents of offender

a. Marital status
   1. Married
   2. Unmarried
   3. Separated
   4. Divorced
   5. Common-law
   6. Deserted
   7. Deceased
   8. Military service
   9. Other

24. Employment
   1. Full time
   2. Part time
   3. Occasional

25. Religion
   1. Catholic
2. Protestant
   ________  ________
3. Jewish
   ________  ________
4. Other
   ________  ________
5. Unknown
   ________  ________

26. **Indication of religious practices** (specify whether parents' or girl's report)
   a. No practice  ______  b. Occasional  ______  c. Regular  ______

27. **Living arrangements**
   a. In own home  ______  b. Renting home  ______  c. Apartment  ______
   d. Single family dwelling  ______  e. Trailer  ______  f. Other  ______

28. **Neighborhood district**
   a. Residential  ______  b. Manufacturing  ______  c. Slum  ______

29. **Grade attainment**
   a. Grade  0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
   b. College  1 - 2 - 3 - 4  c. Business school  ______
   d. Trade school  ______  e. Special training  ______

30.            Father        Mother
   a. **Age**
      ________  ________
   b. **Nativity**
      1. American born  ________  ________
      2. Foreign born  ________  ________
31. **Occupational Status**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Father</th>
<th>Mother</th>
<th>Neither</th>
<th>Unknown</th>
<th>Not reported</th>
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</thead>
<tbody>
<tr>
<td>a. Professional</td>
<td></td>
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</tr>
<tr>
<td>b. Managerial</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c. Clerical</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>d. Sales</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>e. Service</td>
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<td>f. Skilled</td>
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<td>g. Semi-skilled</td>
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<tr>
<td>h. Unskilled</td>
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</tr>
</tbody>
</table>

32. **Family discord**

1. Obvious friction between
   a. Girl and parents
   b. Girl with siblings
   c. None observable
   d. None noted

33. **Family income**

   a. Adequate
   b. Dependent

34. **Other delinquents in the family**

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
<th>Siblings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. Offense

2. Placement
   a. Institution
   b. Foster home
   c. On probation
35. Agencies Registered with Social Service

a. Agency ____________________________

b. Date ____________________________