

South Dakota State University

Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange

Electronic Theses and Dissertations

1963

Leisure Time Interests and Recreational Patterns of Delinquent Boys and Girls Prior to Their Entry into the South Dakota Training School

Louis Job Jr.

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

Job, Louis Jr., "Leisure Time Interests and Recreational Patterns of Delinquent Boys and Girls Prior to Their Entry into the South Dakota Training School" (1963). *Electronic Theses and Dissertations*. 2899. <https://openprairie.sdstate.edu/etd/2899>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

30

LEISURE TIME INTERESTS AND RECREATIONAL PATTERNS OF
DELINQUENT BOYS AND GIRLS PRIOR TO THEIR ENTRY
INTO THE SOUTH DAKOTA TRAINING SCHOOL

BY

LOUIS JOB, JR.

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Department of
Physical Education, South Dakota
State College of Agriculture
and Mechanic Arts

August, 1963

SOUTH DAKOTA STATE COLLEGE LIBRARY

LEISURE TIME INTERESTS AND RECREATIONAL PATTERNS OF
DELINQUENT BOYS AND GIRLS PRIOR TO THEIR ENTRY
INTO THE SOUTH DAKOTA TRAINING SCHOOL

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Head of the Major Department

26612

ACKNOWLEDGEMENTS

The author gratefully acknowledges the efforts and contribution of the following individuals in making this study possible.

Mr. Edward Green, Superintendent of the South Dakota Training School, for granting the author permission to conduct his research at the training school.

Mr. Herman J. Venekamp, Recreation Director of the training school, for his time and assistance in arranging for the delinquents to be interviewed.

Mr. Ervin A. Huether, Associate Professor, for his advice and guidance during the course of this study.

Thirty boys and 20 girls without whose interests and cooperation this study would not have been possible.

LJ

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Need for the Study	2
Statement of the Problem	4
Delimitations	4
Definition of Terms	5
Recreation	5
Interview	5
Juvenile Delinquency	5
II. REVIEW OF LITERATURE	6
III. PROCEDURE	15
Introduction	15
Subjects	15
Technique Used	16
Personal Records	18
IV. TREATMENT AND INTERPRETATION OF DATA	19
V. SUMMARY	49
Findings	49
Conclusion	53
Recommendations	53

LIST OF TABLES

Table	Page
1. Race and Sex	19
2. Marital Status of Parents	20
3. Population of Home Community	21
4. Violation	21
5. Hobbies	22
6. Types of Hobbies	23
7. Favorite Sports to Play	24
8. Favorite Sports to Watch	25
9. Church Attendance	26
10. Participation in Church Recreation	26
11. Church Sponsored Recreation	27
12. Family Group Recreation	27
13. Club Membership	28
14. Club Membership	28
15. Playground in Neighborhood	29
16. Places Where Boys and Girls Played	29
17. Distance from Home to a Playground	30
18. Playground Participation	30
19. Playground Attendance	31
20. Supervised Recreation Offered in Community	31
21. Participation in Playground Activities	32
22. Coach or Leader at Playground	32

Table	Page
23. Favorable Relationship with Leader	33
24. Favorable Relationship with Other Participants	33
25. Working during Leisure Hours	34
26. Reasons for Participation in Supervised Recreation	34
27. Reasons for Not Participating in Supervised Recreation	35
28. Reasons for Playing at Playground	36
29. Reasons for Not Playing at Playground	36
30. Age of Friends	37
31. Group Activities	38
32. Meeting Places of Friends	38
33. Smoking	39
34. Age When Started Smoking	39
35. Drinking	40
36. Age When Started Drinking	40
37. Parents' Attitude toward Smoking and Drinking	41
38. Participation in Adventurous Activity	42
39. Competitive Activities	43
40. Non-Competitive Activities	43
41. Passive Activities	44
42. Past Attitude toward Supervised Recreation	44
43. Present Attitude toward Supervised Recreation	45
44. Activities Participated in during Leisure Time	46
45. Activities Participated in during Leisure Time	47

Table	Page
46. Reaction toward More Recreation Offered in Home Community	48
47. Recreation as a Preventive Measure of Delinquency	48

CHAPTER I

INTRODUCTION

This study dealt with recreation and its association with juvenile delinquency. It is well known that the function of recreation is not to curb juvenile delinquency, but its effects of prevention cannot be overlooked. Recreation may well be a modern tool for rehabilitation aspects as well as a preventive measure for juvenile delinquency.

The author felt that one of the greatest faults of recreation, which could very well show the lack of maturity of the profession, is the neglected segment of our society to whom the role could be most vital. The youngsters most likely to become delinquent are those who receive but the shallowest attention of good service from organized recreation throughout their youthful years. This is perhaps the reason that so many of the inmates in correctional institutes have very few recreational skills.

The child that is most likely to become delinquent is the one who is deprived of nearly all of his most basic needs. He or she then becomes a burden upon society and may even become a threat to the lives and happiness of law-abiding and the more fortunate citizens.

Here rests a responsibility not only of the nation's police power, but of responsible citizens and agencies who have the opportunity to mold these youngsters, while they are yet in the plastic state, to lead more wholesome and fuller lives.

Just what can be done to meet the recreational interests of the delinquent before he becomes more delinquent is still puzzling society. There is universal agreement that delinquency does occur during the juvenile's leisure hours. The juvenile's expression of enjoyment may well depend on what opportunities exist and are accessible to them. When society is able to correlate all the factors which are causing delinquency, it may then be able to guide youth toward more positive lives.

The author attempted to discover the leisure time interests and recreational patterns of delinquents, by finding out what they did and were interested in before becoming institutionalized.

We have extensive research projects trying to determine the causes and cure of cancer, heart disease, and many other physical and mental ills. But up to the present time, there has been comparatively little intensive study and research into the needs of youth and the causes of juvenile maladjustment (1).

Need for the Study

The fundamental belief that the greatest percentage of delinquency occurs during the juvenile's leisure time led the author to believe that there is a lack of interest or awareness of recreational activities which could occupy the leisure time of juveniles. The author has attempted to study the institutionalized delinquents to find out just what they were aware of and interested in during their leisure prior to entry into the institution. Perhaps community recreation programs need to be revamped into meeting their interests

and needs. Further information seemed to substantiate the need of proper use of leisure time.

In 1957, of the boys and girls referred to juvenile courts for delinquency, the cases of about half were dismissed, adjusted, or held open without further action. Of the remaining children, over 150,000 were placed on probation, and about 52,000 were committed to training schools for delinquent children (2).

This reference showed clearly that most delinquents can be handled either by parents, courts, or probation officers. There still is, however, a large number of youth of the nation who become institutionalized.

In 1958, juveniles were the subjects of 64 per cent of the arrests for auto theft, 50 per cent of those for burglary, and 48 per cent of those for larceny (3). The trend is clearly seen that juveniles are coming to play more and more of a role in the nation's crimes.

In 1959, more than 750,000 different children came before the juvenile courts because of alleged delinquent behavior, including traffic offenses (4). The inclusion of traffic offenses may certainly make this figure out of true proportion.

In a formal statement opening hearings on juvenile delinquency in March 1960, Chairman John E. Fogarty of the House Appropriations Subcommittee on Labor, Health, Education, and Welfare remarked:

The cost of juvenile delinquency to this nation's economy is staggering. It is authoritatively estimated that it currently runs about \$4 billion a year. Public services for delinquents--police, courts, detention facilities and institutional care, run into hundreds of millions of dollars (5).

The cost to the nation is alone enough to warrant research into possible preventives and cures of juvenile delinquency.

While testifying before a Senate Judiciary Subcommittee on Delinquency on March 9, 1961, Robert F. Wagner, Mayor of New York City, displayed a set of weapons that policemen and youth workers had obtained from the juvenile delinquents of that city. The display included a heavy belt with needle sharp points, a machete, an eight-inch knife, some zip guns and two small revolvers (6). This reference calls attention to the constant flow of statements and newspaper articles depicting juvenile delinquents and their modern misbehavior.

Statement of the Problem

This study was undertaken in an attempt to discover what the previous leisure time interests and recreational patterns of boys and girls were prior to entry into the South Dakota Training School in Plankinton, South Dakota. The information obtained from such a study could be very valuable in taking correctional or preventive steps to reduce the delinquency rate in the communities through well-planned recreation programs. The results may also be valuable to the institution in recreational activity planning and curriculum changes.

Delimitations

1. The study was limited to a select group of boys and girls committed to the South Dakota Training School, Plankinton, South Dakota, at the time of the study.

2. The subjects were selected by use of tables of random numbers and their participation was voluntary.

3. Separate individual interviews with the boys and girls were used.

4. All interviews were recorded in their entirety on a sound tape recorder.

5. No attempt was made to control the responses during the interview.

6. A questionnaire was used as a guide to ensure proper sequence of information.

Definition of Terms

1. Recreation--For purposes in this study it can be viewed thus: "An activity voluntarily engaged in during leisure and primarily motivated by the satisfaction or pleasure derived from it (7)."

2. Interview--For the purposes in this study, the interview can be viewed as the carrying on of close oral questioning between a reporter and an individual whose views and interests are used as a basis for the study.

3. Juvenile Delinquency--Juvenile court laws define a juvenile delinquent as a juvenile who violates any state or local law or commits any act that would be considered a crime if it were committed by an adult. Statutes define as delinquency, "Acts which are violations of laws only when committed by children: truancy, running away, incorrigibility, ungovernable behavior (8)."

CHAPTER II

REVIEW OF LITERATURE

There have been several studies made on prevention of juvenile delinquency concerning living conditions, home situations, and social adjustments. Few studies have dealt with the leisure time interests and recreation of the juvenile delinquents of the nation. Even the Gluecks after their many years in studying delinquency came to this conclusion: "Intensive research into the recreational interests of different types of boys, especially delinquents, is obviously needed (9)."

Lutzin speaking on behalf of the New York State Recreation Conference in 1955 made the following statement:

In a great effort we are now responsible for the absence of adequate community service for the prevention of delinquency because of our failure to contradict those citizens who have urged the establishment and expansion as the local solution to the delinquency problem. The challenge to our profession now is that we either deny publicly as we do in the privacy of our professional groups, that recreation has a responsibility to provide delinquency prevention services for the community (10).

Beard found that there was a failure to enlist children in the constructive use of leisure time. He felt that this was due to limitations of the environment and to inadequate techniques. He also felt that facilities were either lacking or were inadequately known to the delinquent (11).

Edgren felt that recreation could have great meaning to youth, namely three basic meanings: That it could mean the opportunity for

the participation in a great variety of activities, each of which has its special contribution; that it could and should provide the opportunity for group experiences with others who might have similar interests; that it should provide young people with a sense of release from tensions and concerns of modern life (12).

Fowler found in her study of recreation and juvenile delinquents in Iowa City that the rate of juvenile delinquency decreased 59 per cent during the eight years in which the recreation center had been in operation. Fowler also concluded that there were three parts of the city which showed a concentration of delinquency. These three areas were all on the east side of the river. The center's zone of service covered almost all the east side of the city with many members in the three neighborhood areas described. Of the delinquents who were members of the center the majority had not been habitual law-violators (13).

In Schenectady, New York, just after the Second World War, a boys' club was established in an area flooded with delinquency. Within the five years that followed the organization of the club the delinquency rate dropped 80 per cent in that neighborhood. Another constructive example of what clubs do to curb delinquency took place in East Harlem, a section of New York City. This section had more crime rate than any other section of New York City. Youthful gangs controlled an area that covered about 64 blocks. Boy Scouts who had moved into the area were able to convince the ruler of the gang in control to organize a Boy Scout troop. The gangs soon became clubs

and began to help people of the community instead of hurting them (14).

Glueck found several revealing comparisons in the study of 500 juvenile delinquents. This study was made up of 500 delinquent boys and 500 nondelinquent boys, who were matched according to age and general intelligence, both groups being taken from the same neighborhood. It was found that the delinquents, far more than the law-abiding boys, grew up in a family atmosphere not conducive to the development of emotionally well-integrated, happy youngsters conditioned to obey authority. It was found that 6 out of every 10 of the delinquents as compared with only 3 in 10 of the homes of the nondelinquents were broken by either divorce, separation, prolonged absence of one of the parents, or death. Nine in 10 of the delinquents manifested some persistent misbehavior or conduct in school at one time or another. Only 2 in 10 of the nondelinquents showed misconduct. Only 10 per cent of the nondelinquents showed misconduct. Only 10 per cent of the nondelinquents expressed a desire for adventurous activity. A total of 48 per cent of the lawbreakers preferred activities with adventure. The delinquents far exceeded the nondelinquents in youthful activity that was exciting and found in the deteriorated areas of American cities. A very high percentage of the delinquents make a habit of hanging around street corners, 95 per cent, as compared to 60 per cent for the nondelinquents. The delinquents expressed a marked dislike for controlled-type recreation found in gymnasiums, playgrounds, and clubs. Perhaps one of the most alarming and striking facts that the Gluecks were able to discover

was the fact that the majority of the perpetual juvenile delinquents are of the muscular, well-knit, athletic type. The Gluecks were also able to prove that the youth in the delinquent group were in as good health as those in the law-abiding group (15).

It should be realized that delinquency is not alone confined to the male sex as many young girls also become delinquent. The Gluecks found in their study of 500 delinquent women that regarding leisure activities participated in before becoming institutionalized, only four participated in activities considered constructive and good; 10, considered negative; 485, considered harmful. The leisure activities of one woman were not accounted for. In regard to the places where these girls played prior to entry, there were none that were considered as good, and most were considered poor. In the five-year, post-parole period little change took place in the direction of constructive recreation. Only 17 had constructive recreation and wholesome interests (16).

Powers and Witmer conducted an extensive study in the prevention of juvenile delinquency. In one part of their study they separated the delinquents into two groups, labeled most delinquent and less delinquent boys. Both groups were to answer the question on what they thought would keep a boy straight. It was found that almost half of the boys seemed to feel that if they had something to occupy their minds, such as an interesting hobby, or some interesting job, they would not be delinquent. A small percentage mentioned that good

parental control and discipline would help and urged the importance of a club or some organization (17).

Jordan in her study of the admissions to the Dallas County Juvenile Detention Home for over a period of one year discovered several important facts. She found that the commercial recreation centers, such as the skating rinks, movies, swimming pools, and dance halls, are the places where the delinquent boys and girls seek most of their recreation. They enjoyed escape recreation, such as movies and radio, and they participated in activities that brought about group association. From a spectator's standpoint they liked to watch boxing and wrestling matches, and games that are aggressive such as football. They seemed to have little family recreation. They either participated in activities regularly or not at all. They seemed to be looking for something that organized recreation does not offer. They stated an interest in hobbies, music, and rhythms. There existed among delinquent boys a great variety of activity, but among the girl delinquents there was a marked lack of recreational opportunities. Nearly all of the delinquents attended church occasionally. Their participation in church recreation was infrequent in comparison to the number who were church members. Jordan also found that the habits of drinking, smoking, and using drugs was not as prevalent as might be suspected by the general public (18).

Brademas made a study on delinquency and leisure time interests in 1955 and reported some significant results. He found that the reasons for commitment were quite varied, but that the more prominent

reasons seemed to reveal that the boys had the tendency to resent authority and were in search for some material gain. In his study the delinquents were from large as well as small communities. Because of this observation Brademas suggested the establishment of organized recreation in small as well as large communities. Brademas seemed to agree with the Gluecks in that the subjects of his study were of good physical health, again refuting the common belief that delinquents are in poor physical health. He also found that intelligence could hardly be a determining factor in delinquency, for his subjects had varying degrees of intelligence from poor to even superior. The marital status of the parents of the boys was quite mixed, and in general the boys came from home situations which were quite poor. There did not seem to be encouragement within the home for the boys to make positive and worthy use of leisure time. Of the 50 boys in his study, only nine considered their home as a place to spend their leisure time (19).

Thrasher made a study on delinquency and recreation during the years of 1927 to 1931. This study was undertaken at the suggestion of the Boys' Club of America. His study seemed to reveal that recreation made little if any difference in serving as a function in crime prevention or control. He found that of the total official offenses of members of the Boys' Club, only 18 per cent occurred before the boys became members of the club. The percentage then rose to 28 after some participation in the club's activities. When and during the time the boys were considered as actively affiliated with the Club the percentage reached 61 per cent. Thrasher felt that as a result of his

experience in the study, the Boys' Club of America was nevertheless an essential element in any crime prevention program. He felt that the crime prevention element could well be regarded as a function incidental to the many services the clubs offer to the underprivileged boys of the nation. He also felt that for any community which is characterized by delinquency there is a need for many more boys' clubs if the job of delinquency prevention is to be performed adequately (20).

Shanas and Dunning used a recreational approach in their study of four slum areas and one middle class area in Chicago during the years of 1938 and 1939. Their study centered around three important considerations: First, regarding facilities; second, regarding activities; and third, regarding official delinquent reports of users and nonusers of the recreational facilities. They discovered that a larger proportion of nondelinquents in all the communities investigated used the recreational facilities. In the areas of higher economic status this was especially true. In the areas of low economic status the participation was nearly equal. They also discovered that the boys under the age of 14 made good use of the areas, and the proportion of older boys was considerably lower. It was found that in all the areas those delinquent boys who did take part in recreational activities played longer than boys who were considered nondelinquent. When it came to closely supervised recreation the delinquents shied away. The activities of clubs did not appeal to the delinquents, who, instead, preferred competitive games and activities

in game rooms. This was true of nearly all of the children in the slum areas, and in particular of the delinquents and of those who became delinquent during the time the study was conducted. The time spent in supervised recreation by boys, either delinquent or not delinquent, was quite low; the boys spent double that time in movies. Of the nondelinquent boys who participated in the recreation program during the time of the study, fewer than two per cent became delinquent. Of those who were not delinquent but did not participate, as many as five per cent became delinquent. Of the delinquents who used the facilities, about 10 per cent continued to be delinquent; of those delinquents who did not use the facilities, the percentage was 16 per cent (21).

Reed made a study on the services of group agencies in the Cincinnati area during the year of 1942. He made the discovery that group work agencies of that area were not in general closely related with the insecure and underprivileged elements of the city's population, nor with the groups who were of the age where delinquency was most prevalent. There seemed to be some failure on the part of the agencies to give service to the groups which their philosophy, attitudes, and methods claimed to accomplish (22).

Levy, Juvenile Judge, First City Court of New Orleans stated:

It is possible for recreation to keep certain juveniles from becoming delinquent, providing of course that it is recreation of a wholesome type and does not take up time that should be devoted to study and to the performance of their chores and duties incumbent upon the juveniles as a member of the family unit (23).

Hoover, Director of the Federal Bureau of Investigation, has this to say of recreation as possible preventive aspects for juvenile delinquency:

Well-supervised, properly coordinated recreation can play an important role in diverting potential youthful criminals from antisocial behavior to wholesome, educational activities. Sportsmanship is learned on the playground as readily as anywhere else in our Nation and lessons in citizenship learned through organized activity serve to re-enforce the moral teachings of the home. Properly supervised recreational activity is important in the building of healthy bodies and alert minds.

Lack of proper training and discipline, and misdirected interests can lead to criminal behavior, but wholesome recreation figures prominently in the development of strong character (24).

CHAPTER III

PROCEDURE

Introduction

The previous leisure time interests and recreational patterns of boys and girls prior to their entry into the South Dakota Training School in Plankinton, South Dakota, were selected to be investigated by the author. It was the purpose of this study to determine how delinquents viewed recreation and what activities they were interested in during their leisure hours prior to admission.

Subjects

The author felt the sample size should be as representative of the delinquent population of the school as possible in order to derive at as accurate conclusions as possible. The size of the sample decided upon, accordingly, was 50, of which 30 were male, and 20 were female delinquents. The South Dakota Training School has both male and female juvenile delinquents on the same campus.

The subjects of this study were selected randomly from stratified samples of both the boy and girl populations at the training school. The enrollment on the day on which the subjects were selected was 101 boys and 52 girls. The subjects were drawn from strata set up according to ages by use of table of random numbers. It was felt that this would bring about a more complete sample of all age groups. The age range of the boys on the day the sample taken was

from 10 to 18 years. The age range for the girls on the corresponding date was from 13 to 17.

At the time the study was being made, the entire delinquent population of the school was made up of whites and Indians. Each group made up approximately half the population. The same was found true of the sample size.

Technique Used

The author decided that in order to obtain full information from the subjects a written questionnaire completed by the subjects would not suffice. It was felt that the chance of misunderstanding, besides the chance of incomplete answers, would be too great if the subjects were to complete a written questionnaire. The technique decided upon was the interview technique, in which a questionnaire would be used as a guide in the interview. The questionnaire was made up of parts of questionnaires used in similar studies of this nature, with the addition of questions the author wished to include. The questionnaire was then presented to the graduate faculty, who then made corrections, deletions, additions, and suggestions.

All of the individual interviews were recorded on a sound tape recorder, all being conducted on the training school campus. The interviews with the male delinquents were held in the Recreation Director's office in the gymnasium; the interviews with the female delinquents were held in the dispensary of the girls' dormitory.

The subjects were completely aware of the recording of the interviews. The recorder was placed on a desk in such a way that the moving parts of the recorder were not visible to the subjects while they were being interviewed. The microphone was placed in a small cardboard box with an opening just large enough to receive the sound of the individual being interviewed. This microphone was then placed on the desk near the subject and interviewer with both the interviewer and subject facing each other during the entire interview. The author felt that the moving parts of the recorder, as well as the microphone, would be distracting to the subjects.

During the interview each subject was given a baseball which they could fondle in order to relieve their nervousness. It was noted that the baseball was constantly in use during the interview, but none of the subjects showed objection to their personal interview being recorded.

The same questionnaire and procedure was used for the female interviews, the only difference being that the interviews were conducted at another location, the girls' dormitory.

Just prior to the interview each subject was given a brief and precise explanation of what the author was doing and what information was being sought. The subjects were also briefed about how he or she came to be one of the subjects for the study.

The interviews were conducted over two complete and consecutive weekends. The subjects were interviewed only when free from school activities; however, a few subjects were brought in from work details.

Two of the subjects who happened to be in confinement were also brought in for interview. The recreation director and staff at the school were very cooperative and helpful in arranging for the boys and girls to be present for the interview.

Personal Records

Permission was granted from the superintendent of the school to enter the personal files for information which might be valuable and pertinent to the study. The author was cautioned by the school administration that this information was of a very confidential nature and was to be kept or treated in a professional manner. The questionnaire used as a guide in the interviewing of both male and female delinquents appears in Appendix A.

The coded personal histories appear in Appendix B.

CHAPTER IV

TREATMENT AND INTERPRETATION OF DATA

The primary purpose of this chapter is to present the data received from the personal interviews with the boy and girl delinquents pertaining to their leisure time interests and recreational patterns, prior to their entry into the South Dakota Training School in Plankinton, South Dakota. Presentation of additional information received from the subjects personal files will also be included.

Table 1 shows that of the 30 boys interviewed in this study, 17 were of the Caucasian race, 13 were of the Indian race, and there were no other combinations included. Table 1 also shows that of the 20 girls interviewed, there were 10 Caucasians, nine Indians, and one Indian-Negro.

Table 1. Race and Sex

Description	Boys	Per Cent	Girls	Per Cent
Caucasian	17	56.7	10	50.0
Indian	13	43.3	9	45.0
Indian-Negro	0	00.0	1	5.0
Total	30	100.0	20	100.0

Table 2 shows the first-recorded marital status of the boys' and girls' parents. It was found that 12 of the boys' parents were living together, five were divorced, five were separated, four had deserted, four were deceased, and none had remarried. Of the girls, seven were living together, one divorced, two separated, four deserted, four deceased, and two remarried. The history prior to the two remarried was unknown.

Table 2. Marital Status of Parents

Description	Boys	Per Cent	Girls	Per Cent
Living together	12	40.0	7	35.0
Divorced	5	16.7	1	5.0
Separated	5	16.7	2	10.0
Deserted	4	13.3	4	20.0
Deceased	4	13.3	4	20.0
Remarried	0	00.0	2	10.0
Total	30	100.0	20	100.0

Table 3 shows the size of the communities from which the boy and girl delinquents came. It was found that two boys and five girls came from communities with a population larger than 50,000, seven boys and three girls came from communities with a population of more than 20,000, six boys and three girls came from communities with a population of more than 10,000, seven boys and six girls from communities

with a population of more than 20,000 and eight boys and three girls came from communities with a population smaller than 2,500.

Table 3. Population of Home Community

Description	Boys	Per Cent	Girls	Per Cent
50,000 plus	2	6.7	5	25.0
20,000 plus	7	23.3	3	15.0
10,000 plus	6	20.0	3	15.0
2,500 plus	7	23.3	6	30.0
2,500 minus	8	26.7	3	15.0
Total	30	100.0	20	100.0

Table 4 shows the most recent violations which brought about the institutionalization of the boy and girl delinquents.

Table 4. Violation

Description	Boys	Per Cent	Girls	Per Cent
Stealing	7	23.4	4	20.0
Truancy	1	3.3	7	35.0
Auto theft	6	20.0	0	00.0
Breaking and entry	5	16.7	0	00.0
Incorrigible	0	00.0	5	25.0
Violation of parole	4	13.3	1	5.0
Grand larceny	2	6.7	0	00.0
Petty larceny	2	6.7	0	00.0
Forgery	1	3.3	0	00.0
Assault and battery	1	3.3	0	00.0
Transfer from state hospital	1	3.3	0	00.0
Promiscuity	0	00.0	3	15.0
Total	30	100.0	20	100.0

The violations which showed the largest percentage for the boys were stealing, auto theft, breaking and entry, and violation of parole. The most predominant violation for the girls was truancy, incorrigibility, and stealing.

Table 5 shows the number and percentages of boys and girls who had a hobby and those who had no hobby. It was found that 18 of the boys had a hobby and 12 did not. Six of the girls interviewed had a hobby and 14 had no hobby.

Table 5. Hobbies

Description	Boys	Per Cent	Girls	Per Cent
Had a hobby	18	60.0	6	30.0
Had no hobby	12	40.0	14	70.0
Total	30	100.0	20	100.0

Table 6 shows the various types of hobbies expressed by the boys and girls who had a hobby. The most predominant type of hobby for the boys was model cars. Sewing was the only hobby expressed more than once for the girls.

Table 6. Types of Hobbies

Description	Boys	Per Cent	Girls	Per Cent
Model cars	8	26.6	0	00.0
Sports	2	6.6	0	00.0
Horses	1	3.3	0	00.0
Woodworking	1	3.3	0	00.0
Collecting rocks	2	6.6	1	5.0
Mechanics	1	3.3	0	00.0
Model airplanes	1	3.3	0	00.0
Raising animals	1	3.3	0	00.0
Saving cigarette packs	1	3.3	0	00.0
Sewing	0	00.0	2	10.0
Painting	0	00.0	1	5.0
Drag racing	0	00.0	1	5.0
Making flowers	0	00.0	1	5.0
Total	18	59.6	6	30.0

Table 7 shows the favorite sports of the delinquent boys and girls. Basketball, baseball, and football were the three most favored sports of the boys. The favorite choices of the girls most frequently mentioned were basketball, softball, volleyball, and swimming. Because of the combination of answers percentages, instead of totals, were computed.

Table 7. Favorite Sports to Play

Description	Percentage of Boys	Percentage of Girls
Basketball	70.0	55.0
Baseball	60.0	00.0
Football	43.3	5.0
Softball	10.0	60.0
Volleyball	00.0	25.0
Swimming	10.0	25.0
Track	3.3	00.0
Tennis	00.0	15.0
Skating	3.3	00.0
Badminton	00.0	5.0
Bowling	00.0	5.0
Horse riding	3.3	5.0
All sports	3.3	5.0

Table 8 shows the favorite spectator sports of the boy and girl delinquents. It was found that the favorites of the boys as well as the girl delinquents were basketball, football, and baseball.

Table 8. Favorite Sports to Watch

Description	Percentage of Boys	Percentage of Girls
Basketball	83.3	80.0
Baseball	76.6	50.0
Football	80.0	55.0
Softball	00.0	5.0
Volleyball	00.0	5.0
Swimming	6.6	30.0
Track	6.6	5.0
Tennis	3.3	5.0
Skating	10.0	5.0
Bowling	00.0	5.0
Horse races	6.6	5.0
Sports car races	3.3	5.0
Dog races	00.0	5.0
Hockey	3.3	00.0
Rodeos	00.0	5.0
Skiing	3.3	00.0
Water skiing	00.0	5.0
Boxing	6.6	00.0
Wrestling	6.6	00.0
Hunting	3.3	00.0
None	00.0	10.0

Table 9 shows the church attendance of the male and female delinquents. It was discovered that of the boys, 12 attended regularly, 17 occasionally, and one not at all. Six of the girls attended regularly, 14 occasionally, and there was none that attended not at all.

Table 9. Church Attendance

Description	Boys	Per Cent	Girls	Per Cent
Regularly	12	40.0	6	30.0
Occasionally	17	56.7	14	70.0
Not at all	1	3.3	0	00.0
Total	30	100.0	20	100.0

Table 10 shows the participation of the delinquent boys and girls in recreation sponsored by their churches. It was found that for the boys two participated regularly, seven occasionally, and 21 not at all. For the girls it was found that one participated regularly, six occasionally, and 13 not at all.

Table 10. Participation in Church Recreation

Description	Boys	Per Cent	Girls	Per Cent
Regularly	2	6.7	1	5.0
Occasionally	7	23.3	6	30.0
Not at all	21	70.0	13	65.0
Total	30	100.0	20	100.0

Table 11 shows the responses of the boy and girl subjects to the question of whether or not the church sponsored recreation. It was found that 26 responded positively, and four were not sure. Thirteen of the girls answered yes, two no, and five were not sure.

Table 11. Church Sponsored Recreation

Description	Boys	Per Cent	Girls	Per Cent
Yes	26	86.7	13	65.0
No	0	00.0	2	10.0
Not sure	4	13.3	5	25.0
Total	30	100.0	20	100.0

Table 12 shows the activities in which the entire families of the delinquents participated in as a group. The activities most often expressed by the boys and girls were picnics, auto rides, and movies.

Table 12. Family Group Recreation

Description	Percentage of Boys	Percentage of Girls
Picnics	93.3	80.0
Movies	76.6	50.0
Swimming	53.3	30.0
Auto rides	80.0	60.0
Camping	30.0	10.0
Fishing	13.3	35.0
Bowling	6.6	10.0
Horse riding	3.3	00.0
Hunting	10.0	5.0

Tables 13 and 14 show the percentage of boys and girls who were members of clubs. It was found that the highest percentage for boys was Boy Scouts, Cub Scouts, and 4-H. For the girls it was Girl Scouts, Brownies, and 4-H.

Table 13. Club Membership

Description	Percentage of Boys
Boy scouts	26.6
Cub scouts	30.6
Future farmers	6.6
4-H	16.6
YMCA	10.0
Boxing club	6.6
Boys' club	6.6
Riding club	3.3

Table 14. Club Membership

Description	Percentage of Girls
Girl scouts	45.0
Brownies	15.0
Campfire girls	00.0
4-H	15.0
YWCA	5.0

Table 15 shows the responses of the delinquent groups to the question regarding a playground in their neighborhood. It was found that 27 boys and 16 girls stated that there was a playground in their neighborhood. Three boys and four girls came from neighborhoods which had no playground.

Table 15. Playground in Neighborhood

Description	Boys	Per Cent	Girls	Per Cent
Yes	27	90.0	16	80.0
No	3	10.0	4	20.0
Total	30	100.0	20	100.0

Table 16 shows the places where the delinquent boys and girls played. It was found that the most common meeting places for the boys was the school playground and the park. For the girls it was the school playground and the backyard.

Table 16. Places Where Boys and Girls Played

Description	Boys	Per Cent	Girls	Per Cent
Park	6	20.0	4	20.0
Neighborhood playground	2	6.7	1	5.0
Recreation center	3	10.0	2	10.0
School playground	7	23.4	8	40.0
River bank	2	6.7	0	00.0
Vacant lot	4	13.3	0	00.0
Backyard	4	13.3	5	25.0
Streets and alleys	1	3.3	0	00.0
Court house lawn	1	3.3	0	00.0
Total	30	100.0	20	100.0

Table 17 shows the distances from the delinquent boys' and girls' homes to a playground. It was found that the largest number of both the male and female groups had access to a playground within three city blocks of their homes. Only four of the boys and one of the girls had to go more than one mile to a playground.

Table 17. Distance from Home to a Playground

Description	Boys	Per Cent	Girls	Per Cent
Less than 3 city blocks	15	50.0	9	45.0
Less than 6 city blocks	6	20.0	4	20.0
Less than 9 city blocks	2	6.7	2	10.0
Less than 12 city blocks	3	10.0	4	20.0
More than 12 city blocks	4	13.3	1	5.0
Total	30	100.0	20	100.0

Table 18 shows the number and percentages of the delinquents responses to the question on playground participation. It was found that 93.3 per cent of the boys and 95.0 per cent of the girls did participate. Only 6.7 per cent of the boys and 5.0 of the girls did not.

Table 18. Playground Participation

Description	Boys	Per Cent	Girls	Per Cent
Yes	28	93.3	19	95.0
No	2	6.7	1	5.0
Total	30	100.0	20	100.0

Table 19 shows how frequently the boy and girl delinquents attended a playground. It was found that the largest percentage for the boys were three, four, and five times per week, the largest being five times per week. For the girls the largest percentages were found in the categories for more than five times per week and two times per week.

Table 19. Playground Attendance

Description	Boys	Per Cent	Girls	Per Cent
Times per week				
1	3	10.0	4	20.0
2	4	13.3	6	30.0
3	6	20.0	1	5.0
4	5	16.7	0	00.0
5	9	30.0	0	00.0
More than 5	1	3.3	8	40.0
Total	28	93.3	19	95.0

Table 20 shows the number and percentage of delinquents who had supervised recreation in their home communities. It was found that 20 boys stated yes, nine no, and one was not sure. Of the girls nine stated yes, six no, and five were not sure.

Table 20. Supervised Recreation Offered in Community

Description	Boys	Per Cent	Girls	Per Cent
Yes	20	66.7	9	45.0
No	9	30.0	6	30.0
Not sure	1	3.3	5	25.0
Total	30	100.0	20	100.0

Table 21 reveals the participation of both delinquent groups in playground activities. It was found that of the delinquent boys, eight participated regularly, 16 occasionally, and six not at all. For the girls, six participated regularly, nine occasionally, and five not at all.

Table 21. Participation in Playground Activities

Description	Boys	Per Cent	Girls	Per Cent
Regularly	8	26.7	6	30.0
Occasionally	16	53.3	9	45.0
Not at all	6	20.0	5	25.0
Total	30	100.0	20	100.0

Table 22 shows responses to the question regarding whether or not there was a leader or coach at the playground. It was found that 18 boys answered yes and 12 answered no. The girls split on this question with 10 yes and 10 no answers.

Table 22. Coach or Leader at Playground

Description	Boys	Per Cent	Girls	Per Cent
Yes	18	60.0	10	50.0
No	12	40.0	10	50.0
Total	30	100.0	20	100.0

Table 23 reveals the favorable relationship of the delinquent groups with the playground coach or leader. It was discovered that of the boys 13 answered yes, four no, and one was indifferent. For the girls nine answered yes, and one was indifferent.

Table 23. Favorable Relationship with Leader

Description	Boys	Per Cent	Girls	Per Cent
Yes	13	72.2	9	90.0
No	4	22.2	0	00.0
Indifferent	1	5.6	1	10.0
Total	18	100.0	10	100.0

Table 24 shows the favorable relationships of the boy and girl delinquents with other playground participants. It was found that 18 answered yes, one no, and 11 sometimes. For the girls eight stated yes and 12 sometimes.

Table 24. Favorable Relationship with Other Participants

Description	Boys	Per Cent	Girls	Per Cent
Yes	18	60.0	8	40.0
No	1	3.3	0	00.0
Sometimes	11	36.7	12	60.0
Total	30	100.0	20	100.0

Table 25 shows the number and percentage of the delinquents who worked during some of their leisure hours. It was discovered that 23 of the boys answered yes and seven answered no. For the girls 13 answered yes and seven answered no.

Table 25. Working during Leisure Hours

Description	Boys	Per Cent	Girls	Per Cent
Yes	23	76.7	13	65.0
No	7	23.3	7	35.0
Total	30	100.0	20	100.0

Table 26 shows the reasons expressed by the delinquents for their participating in supervised recreation. For the boys the reasons were quite varied. The two outstanding answers were that they had no reason and they never did. The answers expressed by the girls were also varied, and the two most frequent were that they never did and that they enjoyed it.

Table 26. Reasons for Participation in Supervised Recreation

Description	Boys	Per Cent	Girls	Per Cent
No reason	7	23.3	0	00.0
Better protected	2	6.7	0	00.0
Better organized	3	10.0	0	00.0
Enjoyed it	4	13.4	4	20.0
Never did	6	20.0	7	35.0
Friends were there	1	3.3	3	15.0
Meet more friends	1	3.3	1	5.0
See what it was like	1	3.3	1	5.0
Liked leader	1	3.3	0	00.0
Something to do	2	6.7	3	15.0
More interesting	2	6.7	1	5.0
Total	30	100.0	20	100.0

Table 27 shows the reasons for not participating in supervised recreation. It was found that the greatest percentage of the boys were not interested in the games or had no reason. For the girls, they were not interested in the games, did not know of it, and had no reason.

Table 27. Reasons for Not Participating in Supervised Recreation

Description	Boys	Per Cent	Girls	Per Cent
Did not know of it	3	10.0	4	20.0
Doing something else	4	13.3	2	10.0
No reason	9	30.0	4	20.0
Leader was not fair	2	6.7	0	00.0
Not interested in the games	10	33.4	6	30.0
Not much fun	1	3.3	0	00.0
Nobody would play	1	3.3	0	00.0
My friends were not there	0	00.0	3	15.0
Did not get along with the kids	0	00.0	1	5.0
Total	30	100.0	20	100.0

Table 28 shows the reasons for playing at a playground. It was discovered that the outstanding reasons for the boys were that they enjoyed it and it was the best place available. For the girls their friends met there and it was something to do.

Table 28. Reasons for Playing at Playground

Description	Boys	Per Cent	Girls	Per Cent
No particular reasons	4	13.3	2	10.0
Best place available	7	23.3	3	15.0
Enjoyed it	7	23.3	2	10.0
Friends met there	2	6.7	7	35.0
Keep out of trouble	2	6.7	0	00.0
Get some exercise	1	3.3	0	00.0
Something to do	3	10.0	5	25.0
Kill time	2	6.7	1	5.0
Good facilities	1	3.3	0	00.0
Fly saucers	1	3.3	0	00.0
Total	30	100.0	20	100.0

Table 29 shows the reasons for not playing at a playground. It was discovered that the answers for both the delinquent groups were varied. The outstanding reason for the boys and girls was doing something else or no reason.

Table 29. Reasons for Not Playing at Playground

Description	Boys	Per Cent	Girls	Per Cent
Doing something else	13	43.4	8	40.0
No reason	12	40.1	9	45.0
Too many kids	1	3.3	1	5.0
Some bullies there	1	3.3	0	00.0
Working	1	3.3	0	00.0
Teacher chased us away	1	3.3	0	00.0
Nobody else playing there	1	3.3	0	00.0
My friends did not play there	0	00.0	1	5.0
Arguments kept me away	0	00.0	1	5.0
Total	30	100.0	20	100.0

Table 30 shows the age of the delinquents' friends. It was found that of the boys 22 had friends of the same age and eight had friends who were older. For the girls, 11 were of the same age, seven older, and one younger. One girl stated that she had no friends.

Table 30. Age of Friends

Description	Boys	Per Cent	Girls	Per Cent
Same Age	22	73.3	11	55.0
Older	8	26.7	7	35.0
Younger	0	00.0	1	5.0
Total	30	100.0	19	95.0

Table 31 shows the various group activities engaged in by the delinquents and their friends. It was found that the three outstanding activities for both the female and male delinquents were fooling around, driving around in cars, and participating in sports.

Table 31. Group Activities

Description	Boys	Per Cent	Girls	Per Cent
Hunting	2	6.7	0	00.0
Went down town	2	6.7	1	5.0
Fooled around	8	26.7	5	25.0
Broke out street lights	1	3.3	0	00.0
Get into trouble	2	6.7	0	00.0
Bike rides	1	3.3	1	5.0
Made rafts	1	3.3	0	00.0
Drove around in cars	6	20.0	3	15.0
Played pool	1	3.3	0	00.0
Sports	6	20.0	6	30.0
Visiting	0	00.0	2	10.0
Movies	0	00.0	1	5.0
Total	30	100.0	19	95.0

Table 32 reveals the varied meeting places of the delinquents and their friends. It was discovered that the more noticeable meeting places for the boys were at each other's homes, the school house, and the park. The outstanding one for the girls was at each other's homes.

Table 32. Meeting Places of Friends

Description	Boys	Per Cent	Girls	Per Cent
At each other's homes	10	33.4	9	45.0
School house	7	23.3	2	10.0
In the neighborhood	2	6.7	1	5.0
Recreation center	1	3.3	2	10.0
Park	6	20.0	1	5.0
Roller rink	2	6.7	1	5.0
Pool hall	1	3.3	0	00.0
In town	1	3.3	0	00.0
Dances	0	00.0	1	5.0
Cafe	0	00.0	2	10.0
Total	30	100.0	19	95.0

Table 33 shows the number and percentage of delinquent boys and girls who smoke. It was discovered that of the boys 14 smoked regularly, 13 occasionally, and three not at all. For the girls 13 smoked regularly, six occasionally, and one not at all.

Table 33. Smoking

Description	Boys	Per Cent	Girls	Per Cent
Regularly	14	46.7	13	65.0
Occasionally	13	43.3	6	30.0
Not at all	3	10.0	1	5.0
Total	30	100.0	20	100.0

Table 34 shows the starting age of the delinquents who smoked. It was found that the most frequent ages for both the male and female delinquents were 12, 13 and 14 years of age.

Table 34. Age When Started Smoking

Description	Boys	Per Cent	Girls	Per Cent
Years of age				
8	3	10.0	0	00.0
9	2	6.7	0	00.0
10	3	10.0	0	00.0
11	2	6.7	2	10.0
12	4	13.3	3	15.0
13	7	23.3	7	35.0
14	5	16.7	4	20.0
15	1	3.3	2	10.0
16	0	00.0	1	5.0
Total	27	90.0	19	95.0

Table 35 shows the number and percentages of delinquent boys and girls who drank. It was discovered that one boy drank regularly, 17 occasionally, and 12 not at all. None of the girls drank regularly, 17 occasionally, and three not at all.

Table 35. Drinking

Description	Boys	Per Cent	Girls	Per Cent
Regularly	1	3.3	0	00.0
Occasionally	17	56.7	17	85.0
Not at all	12	40.0	3	15.0
Total	30	100.0	20	100.0

Table 36 shows the ages when the delinquents started drinking. Again it was discovered that the ages of 13, 14, and 15 were most frequently reported by both delinquent groups.

Table 36. Age When Started Drinking

Description	Boys	Per Cent	Girls	Per Cent
Years of age				
9	1	3.3	0	00.0
10	0	00.0	0	00.0
11	0	00.0	1	5.0
12	2	6.7	1	5.0
13	6	20.0	3	15.0
14	5	16.7	6	30.0
15	4	13.3	5	25.0
16	0	00.0	1	5.0
Total	18	60.0	17	85.0

Table 37 reveals the attitude of the parents towards smoking and drinking as expressed by the delinquent boys and girls. It was discovered that 14 of the boys' parents were against it, 10 not much concerned and six against drinking but not smoking. For the girls it was 15 against it, two not much concerned, and three against drinking but not smoking.

Table 37. Parents' Attitude toward Smoking and Drinking

Description	Boys	Per Cent	Girls	Per Cent
Against it	14	46.7	15	75.0
Not much concerned	10	33.3	2	10.0
Against drinking but not smoking	6	20.0	3	15.0
Total	30	100.0	20	100.0

Table 38 shows the percentages and number of the various adventurous activities participated in by the delinquent boys and girls. The two outstanding activities for the boys and girls were smoking and keeping late hours.

Table 38. Participation in Adventurous Activity

Description	Percentage of Boys	Percentage of Girls
Stealing rides	43.3	00.0
Destroying property	43.3	20.0
Drinking	36.6	75.0
Keeping late hours	86.6	90.0
Sneaking into theatres	36.6	25.0
Running away from home	36.6	60.0
Gambling	33.3	00.0
Smoking	90.0	95.0
Chasing girls	3.3	00.0
Drag races	13.3	25.0
Parties	00.0	15.0
Sports	16.6	15.0
Hiking	16.6	25.0
Fighting	6.6	10.0
Camp-outs	13.3	00.0

Table 39 shows the percentages of delinquents who participated in competitive activities. The best-liked competitive activities for the boys were basketball, baseball, and football. For the girls, they were basketball, softball, and tennis.

Table 39. Competitive Activities

Description	Percentage of Boys	Percentage of Girls
Basketball	83.3	90.0
Baseball	90.0	00.0
Boxing	56.6	00.0
Football	83.3	10.0
Wrestling	43.3	00.0
Tennis	10.0	50.0
Table tennis	10.0	00.0
Chess	3.3	00.0
Track	3.3	00.0
Dodgeball	3.3	00.0
Rodeos	3.3	00.0
Softball	00.0	95.0
Pool	3.3	00.0
Volleyball	00.0	15.0
Archery	00.0	20.0
Badminton	00.0	15.0

Table 40 shows the percentages of delinquents who participated in non-competitive activities. The best-liked, non-competitive activities of the boys were hunting, swimming, and hiking. For the girls they were bicycling, swimming, and hiking.

Table 40. Non-Competitive Activities

Description	Percentage of Boys	Percentage of Girls
Hiking	73.3	75.0
Swimming	83.3	80.0
Bicycling	56.6	80.0
Hunting	90.0	20.0
Tumbling	13.3	20.0
Skating	70.0	60.0
Fishing	33.3	10.0
Horse riding	00.0	15.0
Bowling	00.0	5.0
None	00.0	5.0

Table 41 shows the percentages of delinquents who participated in passive activities. The best-liked passive activities for the boys were watching TV, going to movies, and dancing. For the girls, they were going to movies, dancing, reading, and watching TV.

Table 41. Passive Activities

Description	Percentage of Boys	Percentage of Girls
Reading	56.6	80.0
Watching TV	93.3	80.0
Hobby	50.0	30.0
Movies	80.0	90.0
Dancing	70.0	90.0
Musical instrument	36.6	20.0
Walking around up town	10.0	5.0
Listening to radio	13.3	15.0
Parties	10.0	00.0
Painting	3.3	00.0

Table 42 shows the past attitude of the delinquents concerning supervised recreation. It was discovered that of the boys four were enthusiastic, 14 liked, three disliked, one indifferent, and eight not determined. Three of the girls were enthusiastic, six liked, two disliked, one indifferent, and eight not determined.

Table 42. Past Attitude toward Supervised Recreation

Description	Boys	Per Cent	Girls	Per Cent
Enthusiastic	4	13.3	3	15.0
Liked	14	46.7	6	30.0
Disliked	3	10.0	2	10.0
Indifferent	1	3.3	1	5.0
Not determined	8	26.7	8	40.0
Total	30	100.0	20	100.0

Table 43 shows the present attitude of the delinquent boys and girls toward supervised recreation. It was discovered that six were enthusiastic, 17 liked, three disliked, and four not determined. Four of the girls were enthusiastic, 10 liked, two disliked, one indifferent, and three not determined.

Table 43. Present Attitude toward Supervised Recreation

Description	Boys	Per Cent	Girls	Per Cent
Enthusiastic	6	20.0	4	20.0
Liked	17	56.7	10	50.0
Disliked	3	10.0	2	10.0
Indifferent	0	00.0	1	5.0
Not determined	4	13.3	3	15.0
Total	30	100.0	20	100.0

Tables 44 and 45 show the percentage of delinquent boys and girls who participated in recreational activities either regularly, occasionally, or not at all.

Table 44. Activities Participated in during Leisure Time

Description	Percentage of Boys		
	Regularly	Occasionally	Not At All
Physical Recreation			
Archery	10.0	20.0	70.0
Bicycling	40.0	43.3	16.7
Bowling	16.7	36.6	46.7
Camping	20.0	36.7	43.3
Canoeing	00.0	16.7	83.3
Golf	6.7	16.6	76.7
Gymnastics	3.3	53.4	43.3
Horseshoes	6.7	50.0	43.3
Motor Boating	26.6	16.6	56.7
Skating	36.6	36.6	26.7
Swimming	50.0	36.7	13.3
Boxing	23.3	53.4	23.3
Track	10.0	26.7	63.3
Sports and Games			
Basketball	60.0	33.3	6.7
Football	26.7	53.3	20.0
Handball	10.0	16.7	73.3
Softball	23.3	63.4	13.3
Soccer and Speedball	00.0	20.0	80.0
Tennis and Badminton	3.3	16.7	80.0
Touch-Tackle Football	23.3	56.7	20.0
Volleyball	6.7	63.3	30.0
Creative Recreation			
Leather Craft	13.3	30.0	56.7
Camp Craft	13.3	33.3	53.4
Handicraft	3.3	50.0	46.7
Drawing	16.7	60.0	23.3
Modeling	30.0	43.3	26.7
Painting	20.0	46.7	33.3
Dramatics	6.7	23.3	70.0
Music	16.7	30.0	53.3
Social Recreation			
Dancing	20.0	56.7	23.3
Dating	6.7	53.3	40.0
Movies	50.0	46.7	3.3
Picnics	3.3	86.7	10.0
Table Games	30.0	36.7	33.3
Home Recreation			
Card Games	50.0	43.3	6.7
Radio	73.3	26.7	00.0
Reading	30.0	50.0	20.0
TV	66.7	33.3	00.0

Table 45. Activities Participated in during Leisure Time

Description	Percentage of Girls		
	Regularly	Occasionally	Not At all
Physical Recreation			
Archery	5.0	10.0	85.0
Bicycling	15.0	70.0	15.0
Bowling	10.0	40.0	50.0
Camping	00.0	40.0	60.0
Canoeing	00.0	5.0	95.0
Golf	10.0	20.0	70.0
Gymnastics	5.0	60.0	35.0
Horseshoes	00.0	15.0	85.0
Motor Boating	10.0	25.0	65.0
Skating	35.0	35.0	30.0
Swimming	50.0	35.0	15.0
Boxing	00.0	00.0	100.0
Track	00.0	35.0	65.0
Sports and Games			
Basketball	45.0	40.0	15.0
Football	00.0	15.0	85.0
Handball	00.0	00.0	100.0
Softball	40.0	35.0	25.0
Soccer and Speedball	5.0	20.0	75.0
Tennis and Badminton	5.0	45.0	50.0
Touch-Tackle Football	00.0	5.0	95.0
Volleyball	15.0	40.0	45.0
Creative Recreation			
Leather Craft	5.0	15.0	80.0
Camp Craft	00.0	00.0	100.0
Handicraft	5.0	35.0	60.0
Drawing	15.0	45.0	40.0
Modeling	10.0	30.0	60.0
Painting	00.0	45.0	55.0
Dramatics	5.0	30.0	65.0
Music	30.0	30.0	40.0
Social Recreation			
Dancing	60.0	35.0	5.0
Dating	55.0	25.0	20.0
Movies	55.0	45.0	00.0
Picnics	10.0	75.0	15.0
Table Games	10.0	45.0	45.0
Home Recreation			
Card Games	30.0	45.0	25.0
Radio	85.0	15.0	00.0
Reading	50.0	35.0	15.0
TV	50.0	30.0	20.0

Table 46 shows the reaction of the delinquent males and females toward more recreation offered in their home communities. It was found that 19 boys answered yes, five no and six indifferent. Eight of the girls answered yes, five no, and seven indifferent.

Table 46. Reaction toward More Recreation Offered in Home Community

Description	Boys	Per Cent	Girls	Per Cent
Yes	19	63.3	8	40.0
No	5	16.7	5	25.0
Indifferent	6	20.0	7	35.0
Total	30	100.0	20	100.0

Table 47 shows the reaction of the delinquents toward recreation as being a preventive measure of juvenile delinquency. It was found that 19 of the boys answered yes, six no, and five indifferent. Nine of the girls answered yes, six no, and five indifferent.

Table 47. Recreation as a Preventive Measure of Delinquency

Description	Boys	Per Cent	Girls	Per Cent
Yes	19	63.3	9	45.0
No	6	20.0	6	30.0
Indifferent	5	16.7	5	25.0
Total	30	100.0	20	100.0

CHAPTER V

SUMMARY

The primary purpose of this study was to determine the leisure time interests and recreational patterns of delinquent boys and girls prior to their entry into the South Dakota Training School at Plankinton, South Dakota.

Subjects for this study were 30 male and 20 female delinquents chosen at random from the delinquent population enrolled at the training school at the time of the study. Each of the delinquents were personally interviewed by the author, who recorded the interviews in their entirety on a sound tape recorder. Additional information was also secured from the personal files of each delinquent subject.

Findings

1. There appears to be a higher delinquency rate among the Indians as compared to other races within the state.

2. A large percentage of both the delinquent boys and girls came from home situations broken by divorce, separation, desertion, death, and remarriage. There appears to be an indication that the delinquents come from homes where there is a lack of parental guidance.

3. There are several delinquent youths coming from small communities which may offer little organized recreation.

4. The most common violations of the delinquent boys in the study are stealing, auto theft, and breaking and entry. The most

common violations by the girls are truancy, incorrigibility, and stealing.

5. There is a definite lack of hobbies among the girl delinquents.

6. The one single hobby that holds an interest with the male delinquents is model cars.

7. The favorite sports for participation among the delinquent boys are basketball, baseball, and football. The sports the girls favored are softball, basketball, swimming, and volleyball. There is somewhat of a lack of variety in both delinquent groups.

8. There is quite a variety of favorites in spectator sports among the delinquents. The predominant sports for both groups are basketball, baseball, and football.

9. A large percentage of the delinquent boys and girls attend church occasionally. A seemingly larger proportion of the boys than of the girls attend regularly.

10. A very high percentage of both the delinquent groups do not participate in church recreation.

11. In regard to the delinquents' awareness and participation in church recreation, there seems to be a lack of interest or technique used in offering church recreation.

12. The family recreation of the delinquent boys and girls consists of picnics, auto rides, and movies. None of the delinquents indicate any habitual family recreation.

13. A small percentage of both delinquent groups belong to clubs.

The membership of those who were club affiliated was of short duration.

14. A large percentage of both delinquent groups do have access to a neighborhood playground.

15. Although the places where the delinquent boys and girls play are quite varied, the most common places for the boys are the park, school playground, vacant lot, and backyard. The girls favor the school playground, park, and backyard.

16. There exists an unequal opportunity for some of the delinquents to participate in organized recreation or with a group.

17. A large percentage of both the delinquent groups do participate in activities at playgrounds.

18. The delinquent boys attend a playground fairly regularly, whereas the girls attend either quite regularly or have little interest.

19. One-third of the boys and more than one-half of the girls are either unaware or know of no supervised recreation offered in the communities from which they come.

20. One-fifth of the boys and one-fourth of the girls do not participate in playground activities.

21. A large percentage of both delinquent groups come from communities which have no coaches or leaders at their playgrounds.

22. Delinquents do have favorable relations with playground leaders or coaches.

23. The delinquent boys get along better with other playground participants than do the delinquent girls.

24. A large percentage of both the delinquent groups work during some of their leisure hours.

25. The activities and games offered in supervised recreation do not hold the interest of many of the delinquent boys and girls.

26. Both delinquent groups associate with friends of the same age or slightly older. The girls tend to associate more with older friends than do the boys.

27. Both of the delinquent groups have nothing planned in particular when being with their friends. They like to fool around, ride around, or participate in a sport or game.

28. The majority of both delinquent groups meet their friends at each other's homes, the school house, or park.

29. A very high percentage of both delinquent groups smoke either regularly or occasionally.

30. Most of the delinquents, both male and female, begin smoking at a very early age.

31. A fairly high percentage of both the delinquent boys and girls consume alcoholic beverages occasionally. More boys than girls do not drink at all.

32. Both delinquent groups begin using alcohol at a very early age.

33. Most of the delinquents' parents are against the use of alcohol and tobacco by their children.

34. There is quite a variety of adventurous activities among the delinquent boys and girls, most of which may be considered delinquent activities.

35. The male delinquents like competitive sports of a rough nature; the girls prefer less strenuous competitive activities, such as basketball, softball, and tennis.

36. The delinquent boys and girls when not competing still enjoy activities which involve much activity.

37. Both delinquent groups have a strong liking for movies, dances, and television.

38. The attitude of delinquents, both male and female, toward supervised recreation can be changed and once fully acquainted they enjoy it and look forward to it.

39. There is a high percentage of both delinquent groups who are only briefly acquainted with different recreational activities.

40. A high percentage of both the delinquent boys and girls desire the offering of more recreation in their home communities.

41. A higher percentage of the boys than of the girls, feel that recreation can be a preventive of juvenile delinquency.

Conclusion

The author concludes that from the information derived from this study, recreation presented in its proper aspects and planned to meet the needs of delinquents, as well as nondelinquents, can act as a preventive measure on the curbing of juvenile delinquency.

Recommendations

1. More research should be done with delinquents and maladjusted youth in more states of the nation.

2. A study similar to this should be conducted where the recreational interests and patterns of the delinquent youths are compared to the interests and patterns of those in a nondelinquent group.

3. Experimentation into different types of organized recreation programs planned from information derived from this study, and those similar to this, should be made.

1. Why Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Juvenile Delinquency, Incorporated, Washington D. C. p. 2.
2. Why Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Juvenile Delinquency, Incorporated, Washington D. C. p. 2.
3. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Juvenile Delinquency, Incorporated, Washington D. C. p. 7.
4. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Juvenile Delinquency, Incorporated, Washington D. C. p. 7.
5. Report, N. S. S. A. Subject 1, Security Convention, 1959.
Franklin Hall, Incorporated, Eastwood Cliffs, New Jersey, p. 23.
6. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Juvenile Delinquency, Incorporated, Washington D. C. p. 7.
7. Gillock, Sheldon and Bloom, Delinquents In The Making, 1952
Harper and Brothers Publishers Company, New York 10, New York, p. 23.
8. Little, Henry L., The Role Of Recreation In Preventing Juvenile Delinquency, American Youth, September, 1955, p. 302.
9. Lee, J. John, Juvenile Delinquency, 1950, American Book Company, New York, N. Y.
10. Hansen, Harry L., Recreation - Its Meaning For Youth, Recreation Magazine, December, 1952, p. 440.

LITERATURE CITED

1. Levy, Anna Judge Veterans, Other People's Children, 1956, Ronald Press Company, New York City, New York, pp. 285-286.
2. Delinquency Prevention, The Size of the Problem, 1960, United States Childrens Bureau, Juvenile Delinquency Facts and Facets, Number 4, United States Government Printing Office, Washington 25, D. C., p. 6.
3. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Mental Illness, Incorporated, Washington 6, D. C. p. 1.
4. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Mental Illness, Incorporated, Washington 6, D. C. p. 1.
5. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Mental Illness, Incorporated, Washington 6, D. C. p. 7.
6. Delinquency Prevention, What Are The Facts About Juvenile Delinquency In The United States?, 1961, National Committee Against Mental Illness, Incorporated, Washington 6, D. C. p. 7.
7. Meyer, H. D., C. K. Brightbill, Community Recreation, 1956, Prentice Hall, Incorporated, Englewood Cliffs, New Jersey, p. 28.
8. Delinquency Prevention, The Size Of The Problem, 1960, United States Childrens Bureau, Juvenile Delinquency Facts and Facets, Number 4, United States Government Printing Office, Washington 25, D. C. p. 6.
9. Glueck, Sheldon and Eleanor, Delinquents In The Making, 1952 Harper and Brothers Publishing Company, New York 16, New York, p. 92.
10. Lutzin, Sidney G., The Place Of Recreation In Preventing Juvenile Delinquency, Recreation Magazine, September, 1955, p. 301.
11. Beard, Belle Boone, Juvenile Probation, 1934, American Book Company, New York, p. 111.
12. Edgren, Harry D., Recreation - Its Meaning For Youth, Recreation Magazine, December, 1949, p. 440.

13. Fowler, Hazel D., A Study Of Juvenile Delinquency and Recreation in Iowa City, Unpublished Master's Thesis, State University of Iowa, 1942.
14. Hoover, J. Edgar, These Fighters Against Youth Crime Need Your Help, Readers Digest, April, 1961, pp. 148-152.
15. Glueck, Sheldon and Eleanor, Delinquents In The Making, 1952, Harper and Brothers Publishing Company, New York 16, New York pp. 38-129.
16. Glueck, Sheldon and Eleanor, Five Hundred Delinquent Women, 1934, Alfred A. Knopf, Incorporated, New York, p. 532.
17. Powers, Edwin, and Helen Witmer, An Experiment in the Prevention of Delinquency, 1951, Columbia University Press, New York, p. 247.
18. Jordan, Nan, The Recreation Patterns of Juvenile Delinquents in Dallas County, Texas, Unpublished Master's Thesis Southern Methodist University, 1952.
19. Brademas, David J., The Leisure Time Interests of Fifty Delinquent Boys Prior to Commitment to the Illinois State Training School for Boys at St. Charles, Illinois, Unpublished Master's Thesis University of Illinois, 1955.
20. Thrasher, F. M., The Boys' Club and Juvenile Delinquency, American Journal of Sociology, 42:66, 66-80, 1936, p. 75.
21. Shanas, Ethel, Cathern E. Dunning, Recreation and Delinquency, Chicago Recreation Commission, 1942, p. 8.
22. Reed, Ellery F., How Effective Are Group Work Agencies in Preventing Delinquency, The Social Service Review, 22:340-348, 1948, p. 348.
23. Letter from Levy, Anna Judge Vettters, to author dated February 19, 1963.
24. Letter from Hoover, J. Edgar, to author dated May 15, 1963.

APPENDICES

APPENDIX A

INTERVIEW QUESTIONS

Subject _____

1. Did you have any hobbies? _____ yes _____ no If so, what were they? _____
2. What were your favorite sports to play? _____

3. What were your favorite sports to watch? 1. _____
2. _____ 3. _____
4. Did you attend church? Regularly _____ Occasionally _____
Not at all _____
5. Did the church sponsor any recreation? _____ yes _____ no
_____ not sure
6. Did you take part in any recreation sponsored by the church?
Regularly _____ Occasionally _____ Not at all _____
7. In what recreational activities did your family take part in as a group?
Picnics _____ Swimming _____ Movies _____
Auto rides _____ Camping _____ Others _____
8. Did you belong to any clubs?

Boy Scouts	_____	Girl Scouts	_____
Cub Scouts	_____	Brownies	_____
Future Farmers	_____	Campfire Girls	_____
4-H	_____	4-H	_____
YMCA	_____	YWCA	_____
Other	_____	Other	_____
9. Was there a playground in your neighborhood? _____ Yes _____ No
10. Where did you play? _____
11. Approximately how far away from your home was a playground? _____

12. Did you ever go there? Yes _____ No _____ How often? _____
 Times per week
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
13. Did you have supervised recreation offered in your community?
 _____ Yes _____ No _____ Not sure
14. Did you participate in the playground activities?
 Regularly _____ Occasionally _____ Not at all _____
15. Was there a coach or leader at the playground? _____ Yes _____ No
16. Did you get along with this leader? _____ Yes _____ No
 _____ Indifferent
17. Did you get along with the other participants on the playground?
 _____ Yes _____ No _____ Sometimes
18. Did you work? _____ Yes _____ No
19. What were your reasons for participating in supervised recreation?

20. What were your reasons for not participating in supervised recreation?

21. What were your reasons why you played there? _____
22. What were your reasons why you didn't play there? _____
23. Were your friends of the same age, older, or younger than you?

24. What did you do as a group? _____
25. Where did you meet your friends? _____
26. Did you smoke? _____ Regularly _____ Occasionally
 _____ Not at all
27. How old were you when you started? _____
28. Did you drink? _____ Regularly _____ Occasionally
 _____ Not at all

29. How old were you when you started? _____
30. What was your parents attitude toward your smoking or drinking?

31. What did you like to do for adventurous activity?
- | | | | |
|------------------------|-------|------------------------|-------|
| 1. Stealing rides | _____ | Sneaking into theatres | _____ |
| 2. Destroying property | _____ | Running away from home | _____ |
| 3. Drinking | _____ | Gambling | _____ |
| 4. Keeping late hours | _____ | Smoking | _____ |
| | | Other | _____ |
32. What did you like to do for competitive activities?
- | | | | |
|---------------|-------|--------------|-------|
| 1. Basketball | _____ | 5. Wrestling | _____ |
| 2. Baseball | _____ | 6. Tennis | _____ |
| 3. Boxing | _____ | 7. Others | _____ |
| 4. Football | _____ | | |
33. What did you like to do for non-competitive activities?
- | | | | |
|--------------|-------|-------------|-------|
| 1. Hiking | _____ | 5. Tumbling | _____ |
| 2. Swimming | _____ | 6. Skating | _____ |
| 3. Bicycling | _____ | 7. Others | _____ |
| 4. Hunting | _____ | | |
34. Did you like to do for passive activities?
- | | | | |
|----------------|-------|------------|-------|
| 1. Reading | _____ | 5. Dancing | _____ |
| 2. Watching TV | _____ | 6. Musical | _____ |
| 3. Hobby | _____ | instrument | _____ |
| 4. Movies | _____ | 7. Others | _____ |
35. What was your past attitude towards supervised recreation?
- | | | | |
|-----------------|-------|-------------------|-------|
| 1. Enthusiastic | _____ | 4. Indifferent | _____ |
| 2. Liked | _____ | 5. Not determined | _____ |
| 3. Disliked | _____ | | |
36. What is your present attitude towards supervised recreation?
- | | | | |
|-----------------|-------|-------------------|-------|
| 1. Enthusiastic | _____ | 4. Indifferent | _____ |
| 2. Liked | _____ | 5. Not determined | _____ |
| 3. Disliked | _____ | | |

35. What was your past attitude towards supervised recreation?
- | | | | |
|-----------------|-------|-------------------|-------|
| 1. Enthusiastic | _____ | 4. Indifferent | _____ |
| 2. Liked | _____ | 5. Not determined | _____ |
| 3. Disliked | _____ | | |
36. What is your present attitude towards supervised recreation?
- | | | | |
|-----------------|-------|-------------------|-------|
| 1. Enthusiastic | _____ | 4. Indifferent | _____ |
| 2. Liked | _____ | 5. Not determined | _____ |
| 3. Disliked | _____ | | |

36. What is your present attitude towards supervised recreation?
- | | | | |
|-----------------|-------|-------------------|-------|
| 1. Enthusiastic | _____ | 4. Indifferent | _____ |
| 2. Liked | _____ | 5. Not determined | _____ |
| 3. Disliked | _____ | | |

37. What did you do in your leisure time?

A. Physical Recreation	Regularly	Occasionally	Not at all
Archery			
Bicycling			
Bowling			
Camping			
Canoeing			
Golf			
Gymnastics			
Horse shoes			
Motor boating			
Skating			
Swimming			
Boxing			
Track			
B. Sports and Games			
Basketball			
Football			
Handball			
Softball			
Soccer and Speedball			
Tennis and Badminton			
Touch-tackle Football			
Volleyball			
C. Creative Recreation			
Leather Craft			
Camp Craft			
Handicraft			
Drawing			
Modeling			
Painting			
Dramatics			
Music			
D. Social Recreation			
Dancing			
Dating			
Movies			
Picnicing			
Table Games			
E. Home Recreation			
Card Games			
Radio			
Reading			
TV			

APPENDIX B

PERSONAL HISTORIES

Subject: 1B Age: 10 Race: Caucasian IQ: 85
Problem: Theft
Population of home community: 65,000 plus

Family: this boy comes from a very deteriorated family. He comes from a neighborhood of low income, and his home is badly kept up. The family is well known to the welfare agency of that area in which this boy comes from. The boy's mother died two years ago from cancer and his father is presently living and working. The over-all intelligence of the family is quite low, and all eight children have been or are institutionalized.

Education: This boy has not responded to the public school system at all. Since his mother's death he has been in the South Dakota Children Home. He is considered to be in the third grade, and is a severe behavior problem in the classroom.

Personality: This boy is an extremely disturbed little individual. He is extremely demanding and aggressive, probably due to his environment. There is evidence that this boy has begun to think of himself as a criminal. He is hostile and expresses his hostility verbally, especially to women.

Subject: 2B Age: 11 Race: Caucasian IQ: Average
Problem: Theft, Truancy, Running Away
Population of home community: 4,400 plus

Family: This boy comes from a home where the father is disabled because of a heart condition. His father has a history of alcoholism and was at one time in the state penitentiary for forgery. His mother is the breadwinner of the family and works as a cook. They live in a well kept trailer home in a rather poor section of their community.

Education: The boy is in the fourth grade and has been an unhappy boy in the classroom. He does not associate much with his classmates and seems to prefer older friends. He does not seem to be a discipline problem in the classroom.

Personality: This boy can be viewed as a withdrawn, passive boy who is extremely unhappy. He has been involved with considerable delinquency in the past three years. He displays a fear of people, particularly women.

Subject: 3B Age: 12 Race: Indian IQ: Average
 Problem: Stealing
 Population of home community: 42,000 plus

Family: This is an Indian boy who comes from a broken home. The boy's natural father's whereabouts are unknown, and he is believed to have remarried. His mother's address is unknown as well as her marital status. Very little is known of the boy's home life prior to his coming to the institution.

Education: At present the boy is in the elementary grades and is classified as a sixth grader. He is attentive in the classroom and has shown little behavioral problem. He appears to have the potential of being a good student.

Personality: This is a boy who has been quite disturbed, but has recently shown a considerable improvement. His habits were very bad, and the boy was quite backwards in his behavior. He has not been particularly reliable, and the school feels that he needs considerable supervision in order to accomplish a task.

Subject: 4B Age: 14 Race: Indian IQ: 108
 Problem: Breaking and Entry
 Population of home community: 3,200 plus

Family: This boy's parents are at present separated and neither have remarried. They both reside in separate cities within the state. The boy wishes to return home to his mother, but reports are that the home situation there is quite bad. The boy's mother has been involved in public intoxication, as well as petty larceny. Little is known of the father and the home life when the parents were together.

Education: Prior to entering the institution, the boy attended an Indian Boarding School. His grades have been above average, and his teachers feel that he is a good, quiet boy, as well as a good student.

Personality: This is a boy who is quiet and has little behavioral problems. He has the tendency to be led by older Indian boys. His home life reveals the lack of supervision.

Subject: 5B Age: 13 Race: Indian IQ: 114

Problem: Breaking and Entry

Population of home community: 4,000 plus

Family: This boy's natural father is unknown, and the boy was placed in a foster home when only a few months old. The foster home of this boy was rather poor and his stepfather would drink occasionally, causing family fights. The problem did not seem to be too serious; however, the parents lost control of the boy. The boy is known to have 12 natural brothers and sisters.

Education: This boy is presently in the eighth grade and is doing good work. He has indicated that he would like to go to college. His teachers claim that he is lazy in class, and that he has a lot of ability which he is not using.

Personality: This is an Indian boy who has displayed considerable antisocial difficulties in the past year. His delinquency appears to have stemmed from the inconsistent controls placed on him by his stepparents.

Subject: 6B Age: 14 Race: Caucasian IQ: 76

Problem: Auto theft, Breaking and Entering

Population of home community: 14,000 plus

Family: This boy's mother died when he was born and his father remarried. However this marriage did not work out and his father divorced his second wife and remarried again. This marriage is still intact, and the boy looks upon this woman as his mother. The family lives in a poor district in the community where there are no modern facilities. The father of the boy is a junk dealer and seems to manage a living. The boy has a full brother and a stepbrother and sister.

Education: The boy had quit school just prior to coming to the institution. He had completed the seventh grade, and his classroom conduct was considered poor. He has little desire to attend school and wishes to become a mechanic.

Personality: This boy is very verbal, and seems to handle his anxiety by incessant talking. He is a boy who has experienced very few satisfactions in his life. He seems to have a low concept of himself because of his lack of skills and success.

Subject: 7B Age: 14 Race: Caucasian IQ: Average
Problem: Transfer from State Hospital to further his education
Population of home community: 14,000 plus

Family: This boy was removed from his parents by a court order. His parents have since divorced, and his mother has remarried. She seems to have little interest in the child, and has visited him only once since his commitment. His father's whereabouts are unknown.

Education: This boy has accomplished very little in school during the past year. He is not a discipline problem but has been rather annoying and does a lot of daydreaming. He has little desire to go beyond the eighth grade and he possesses little basic skill.

Personality: This boy is very unresponsive and vegetable like in his behavior. He has little ambition and merely wants to exist. He has made considerable improvement at the school and is about to be released.

Subject: 8B Age: 14 Race: Indian IQ: Average
Problem: Breaking and Entering
Population of home community: 3,000 plus

Family: This boy comes from a very mixed up and broken family. His parents are divorced and his father lives in another state. His mother still resides within the state, and still maintains the same marital status. Little was known of the home life of the boy, except that it was considered unstable.

Education: This boy was in the ninth grade and desires to attend one of the State Indian boarding schools. He is a good student and has constantly shown improvement. Teachers feel that the boy has considerable potential, and is well liked. He has shown no behavioral problems and is expected to go on to complete high school.

Personality: This boy has shown surprisingly good adjustment in the school despite the environment in which he comes from. He seems to be willing to improve his status and should seemingly have better than average success for a successful parole.

Subject: 9B Age: 14 Race: Caucasian IQ: Average
 Problem: Stealing and Running away from home
 Population of home community: 23,000 plus

Family: This boy came from a broken home. His parents were divorced and his father resides in another state. His marital status is unknown. His mother has remarried and is presently living the community in which the boy was raised. The boy's mother has shown little interest in the boy, and has not visited the boy at the school.

Education: This boy has not worked up to his ability in the classroom before coming to the institution. He seems to have made only slight improvement over the past year. He has done some satisfactory work in all his classes except English and talks out of turn quite often while in the classroom.

Personality: This is a quiet, well-controlled boy, and has made good adjustment at the school. He needs supervision which seemed to be missing in his life just prior to admittance. The school feels that the boy is about ready to be paroled.

Subject: 10B Age: 14 Race: Caucasian IQ: 109
 Problem: Violation of Probation
 Population of home community: 42,000 plus

Family: Again here is a boy who comes from a broken home. His parents were divorced and the boy lived with his father. Neither of the boy's parents seemed to have remarried, and he visited at times between the two. His father claims to have not spent enough time with the boy as he probably should have.

Education: The boy is in the eighth grade and is not doing well at all. He is often truant, and displays no interest in school. His work seemed to slip after his parents divorced. He feels no particular need for school, and has no vocational goal.

Personality: Some people of the boy's home community view the boy's personality quite differently. Some speak highly of the boy; others feel he is a typical delinquent. He has lost some respect for authority, and has displayed resentment to it. It seems as though there is need for controlled environment for this boy.

Subject: 11B Age: 13 Race: Indian IQ: 80
Problem: Car Theft and Running away from school
Population of home community: 4,300 plus

Family: This boy came from a broken home which was broken by the separation of the parents when the boy was quite young. Because of his mother's illness the boy went to live with his father, who drank rather heavily and was cruel to the boy. He threatened to kill the boy several times and did not reveal to the boy that he had a mother who was still alive until the boy was five years old. Just prior to the boy's entry into the training school, it was learned that the boy's mother had died.

Education: This boy is behind in a few subjects in school, and is considered in the eighth grade. The boy seemed to get along well with his teachers before coming to the institute, but he has displayed some behavioral problems at the training school. He needs prodding to get his work done and some definite supervision.

Personality: The boy's delinquency stems from being placed in a boarding school which he did not want to attend. He has received little home life and control. The school feels that it could be of great help to the boy.

Subject: 12B Age: 17 Race: Caucasian IQ: 95
Problem: Violation of parole
Population of home community: 700 plus

Family: This boy comes from a stepparent situation. His natural mother was killed in an automobile accident, and his father remarried several years later. During the time before his father remarried both the boy and the father led a nomadic life, traveling around the country operating a portable roller rink. The boy's father is quite old and has lost control of the boy.

Education: The boy was truant from school before coming to the training school. He has attended several different schools, in several different states, and has been average to below average in his work. The boy was not a discipline problem in school, but made poor application. His vocational goal is to follow his father's footsteps and operate a roller rink.

Personality: The boy is mild mannered, pleasant and quite friendly. He likes to try to manipulate people by being agreeable, and feels that people will leave him alone if he agrees with them. He seems to have learned some tricks in handling people, and this he credits to his father.

Subject: 13B Age: 15 Race: Caucasian IQ: 103
Problem: Petty Larceny
Population of home community: 9,000 plus

Family: This boy was adopted and the parents who adopted the boy are married and living together in the same community in which the boy came from. The home situation seems to be good, and the parents have kept in contact with the boy.

Education: The boy was in the ninth grade and was considered to be capable of doing much better work. He has a liking for the subject of history. His teachers claim that he is not a discipline problem and that he has been working hard in class. He is also well-mannered and courteous.

Personality: The boy seems to come from a good home, and was not considered neglected. At times the boy displays some hostility, and there seems to be no reason as to why he displays this hostility. His improvement at the school has been most satisfactory.

Subject: 14B Age: 15 Race: Caucasian IQ: 105
Problem: Assault and Battery
Population of home community: 10,000 plus

Family: This boy comes from parents who are together and living in a trailer house in a downtown district of the community. The family has moved about considerably, and both parents are known to drink. The boy became free to roam the streets near his home and had access to a number of boys who could get him into trouble.

Education: The boy attended a public school and was in the tenth grade. He has been expelled because of being truant from school. The boy claims that he does not like school, and has no desire to complete high school. His vocational interest is to join the marines when he is old enough.

Personality: This boy was considered friendly but cautious, and seemingly afraid to become too involved in a relationship. He handles his problems by denying them and drinking. He does not consider himself as a delinquent.

Subject: 15B Age: 15 Race: Caucasian IQ: Average
 Problem: Breaking and Entering, Running away from home
 Population of home community: 9,000 plus

Family: This boy comes from a broken home. His parents are divorced and his mother has remarried and is living in another state. The boy's father has not remarried and he too is living in another state. Little is known of the people the boy lived with.

Education: This boy is in the ninth grade and has displayed some difficulty in getting along with his peers. He has little fear and is somewhat of a bully, and quite verbal. He has the intelligence and the potential to be a good student, and has done average work. He has been a behavior problem in the classroom and feels teachers are picking on him.

Personality: This boy has usually gotten his way through bullying. He is not liked by younger boys because of this. He is also disliked by boys his own age and older because he is quite loud spoken. He evidently has received little recognition for he takes special pride in his selection as manager of the school's basketball team.

Subject: 16B Age: 15 Race: Indian IQ: 83
 Problem: Auto Theft
 Population of home community: 1,000 plus

Family: This boy comes from a rather poor family. The father works only part time and the family is on welfare. The boy has spent most of his days in an Indian boarding school, and only occasionally visits home. Since the boy came to the institute, his parents have separated, and his mother has been doing considerable drinking and is quite promiscuous.

Education: This boy has failed at least one grade, and he has done poorly in the past few years. His teachers report that he has some speech difficulty and is very lazy in class. He has not been a serious discipline problem in the classroom, and does not have too many problems with his peers.

Personality: This is a very passive boy, almost nonverbal, who seems to want some controls. He can function fairly adequate in a stable environment where there are a minimum of controls. He has had little family life, and most of his experiences have come from the boarding school.

Subject: 17B Age: 15 Race: Indian IQ: Average
Problem: Violation of Parole
Population of home Community: 42,000 plus

Family: This boy came from a home broken by the death of his mother. His father is still working, and he is still a widower. Little is known of the boy's home and family other than the lessening of the controls over the boy when his mother died.

Education: This boy was in the seventh grade and seemed to have quite some difficulty with his school work before coming to the institution. His strong area academically is art, where he has displayed outstanding ability. He has shown some improvement in all of his classes since coming to the training school. It is believed that he should do well if he continues to improve.

Personality: This boy is a very quiet, passive person who has displayed very good behavior. He has not allowed anyone to get to know him well. He possesses some ability and has shown good work habits on job assigned him at the school. He has several placement possibilities, but the school felt that the boy was benefiting too much from the school to be released.

Subject: 18B Age: 16 Race: Caucasian IQ: Average
Problem: Grand Larceny and Third degree burglary
Population of home community: 42,000 plus

Family: This boy is the youngest of six children. The parents are known as chronic welfare recipients. The mother works and seems to be the breadwinner of the family. The home is unkept and actually unsanitary. Both parents are known to drink, and two other members of the family have records of being at the training school in the past.

Education: The boy had quit school just after the completion of the eighth grade. The boy had to repeat the sixth and seventh grade. He remained in the eighth grade until he reached the age of 16 and then quit. When in school he was a discipline problem and was truant from school quite often. The boy has said that he would like to go to a trade school or join a branch of the armed forces.

Personality: This boy has been a quiet, pleasant, and mannerly boy, who has cooperated fully with his supervisors. It does not appear that the boy was badly disturbed, other than suffering the usual family deprivations.

Subject: 19B Age: 16 Race: Caucasian IQ: 79
Problem: Auto Theft
Population of home community: 1,300 plus

Family: This boy comes from a loosely-knit family, in which the parents seem to disagree with how the children should be handled. The boy seems to be caught between the parents' disagreements. Both parents work, and devote little time for guidance of the children.

Education: At the time of commitment the boy was not attending school. He had been socially promoted out of school after the eighth grade. This was quite a disappointment for the boy was interested in sports and wished to play football. He had difficulty in getting passing grades, and it is known that the boy failed the first and fourth grades. The boy's ambition is to be a farmer.

Personality: This boy is a rather simple, impulsive young man who does not seem like a really anti-social delinquent. He seems to identify himself with the wrong crowd. He has few skills and is inclined toward farm work. He seems to carry a warped concept of authority.

Subject: 20B Age: 16 Race: Caucasian IQ: 110
Problem: Grand Larceny and Auto Theft
Population of home community: 400 plus

Family: This boy was born out of wedlock. It appears that this boy has experienced much of the usual deprivation common among reservation Indian families. The boy's father works as a rancher and his mother lists her marital status as widowed. She was last known to be living with her daughter. The boy claims his mother drinks a great deal, and is quite loud and hostile when drunk.

Education: This boy is behind in school and is doing rather poor work. He has been attending an Indian boarding school where he was truant at times. He has displayed no real behavioral problems and can do good work under normal circumstances. He has not expressed any particular goal or vocation.

Personality: This is a quiet passive individual who seems to be poorly motivated. He seems to have expressed his anger by stealing and by vandalism. He had little concern over his future or over what he has done.

Subject: 21B Age: 16 Race: Caucasian IQ: 106
Problem: Petty Larceny
Population of home community: 14,000 plus

Family: This boy came from a family who is quite poor and lives in a poorer area of the community. The boy is a brother to another subject in this study. The father of the boy is a junk dealer and is in poor health. The family is closely knit, and the parents appear to love their children.

Education: This boy was not in school at the time in which he became involved with the law. He began working in his father's junk yard after the ninth grade and has expressed somewhat of a desire to finish high school someday. He also hopes to take up mechanics in the service, and if he likes the military he may make a career of it.

Personality: This boy is a willing individual and when faced with warning or advice he could be reasoned with. He basically is a sincere boy and shows willingness to alter his behavior. He was real easy to converse with and was considered quite willing to be interviewed for the study.

Subject: 22B Age: 14 Race: Caucasian IQ: 116
Problem: Breaking and Entering
Population of home community: 12,500 plus

Family: This boy comes from a family in which the father has rejected the boy considerably. Both parents work, mostly to pay medical bills brought on by the children and the mother. The boy has been quite close to his mother and she has given him considerable guidance and supervision.

Education: The boy was in the tenth grade just prior to being committed to the training school. He has passed all grades but did not make full use of his capacity. He claims to have a desire to finish high school but has no plans beyond this. He feels that he will get some type of a job, and expressed some interest in missionary work.

Personality: This boy seems to be quite disturbed. He was at the State Hospital for a short time and was classified as a psychopath. He is quite lonely and has been scorned and ridiculed by his peers. Many parents of the boy's neighborhood have not allowed their children to associate with the boy.

Subject: 23B Age: 16 Race: Indian IQ: 88
 Problem: Breaking and Entering
 Population of home community: 200 plus

Family: This boy comes from a home that was broken by the death of the boy's mother. The boy's father ran the home in a positive manner and kept the children under good control for some time. Later his father became more permissive, and the boy began to run free on his own.

Education: The boy has done very good work in his earlier grades; however, his recent work shows some failing on his part. He has not been a discipline problem in the classroom, and is quite friendly. He has the capacity to respect authority.

Personality: This boy has no strong ties to any particular adult. He is a rather quiet boy and quite likable. He is deceitful and cannot be trusted. He likes to be able to take some sort of advantage of people. His behavior reflects his permissiveness in his home just prior to commitment.

Subject: 24B Age: 15 Race: Caucasian IQ: 96
 Problem: Stealing and Truancy
 Population of home community: 65,000 plus

Family: This boy comes from a very unstable home. Both parents drink rather heavily, and are constantly in conflict with one another. The boys' father handled the boy rather harshly. The boy's mother was quite nervous and did little to guide and supervise the family. Both parents work and this has only added to the instability of the family unit.

Education: The boy is doing very well at the training school and seems to have found some adjustment. The boy's teachers feel that he is doing average work and is showing considerable improvement in his school work. The boy has expressed no particular goal or vocation.

Personality: This boy is somewhat disturbed in that he is confused and lacks control of his emotions. He has an unrealistic hope of keeping the family together.

Subject: 25B Age: 14 Race: Indian IQ: Average
 Problem: Car Theft
 Population of home community: 3,200 plus

Family: This boy comes from a family whose parents are separated. The boy was sent to live with his grandparents for several years. The boy's father is disabled, and is seldom employed. He drinks heavily and thus has brought about a split in the family. The boy got along well with his mother, but because of a large family he was forced to live away from her.

Education: The boy has had some difficulties in school in the past but was doing about average work. He has shown improvement at the school and has benefited from the training. He has expressed no particular goal or vocation.

Personality: Here is a youth who has expressed considerable unsocial behavior. He appears to need control and supervision which was lacking in his home life. He seems to have some insight into his problems and is quite verbal at times.

Subject: 26B Age: 15 Race: Indian IQ: Average
 Problem: Stealing
 Population of home community: 42,000 plus

Family: The family of this boy seems to be fairly stable and closely knit. The father of this boy has held many jobs and has earned a substantial living. The family is quite large and the boy's mother is the one credited as being warm and affectionate to all the children. The children were well taken care of in their pre-school years and were then sent out to Indian boarding schools.

Education: This boy appears to be of average intelligence and does about average school work. He failed the second grade but has done fairly well since. He seems to be no discipline problem and gets along well with students and teachers.

Personality: This boy is very quiet and seems to have deep feelings. It is felt that he needs adult relationships. He expresses no anger or aggressiveness, and mostly keeps things to himself. He seems to be able to reason fairly well when confronted with problems and should soon be able to handle his environment.

Subject: 27B Age: 16 Race: Indian IQ: 69
Problem: Auto Theft, Running away from home
Population of home community: 400 plus

Family: This boy comes from a large family of ten children. The family lives on the reservation under inadequate conditions and the parents provide little supervision over the boys. The father has worked occasionally as a farm hand, but relies heavily on welfare. This boy has a brother also attending the training school.

Education: This boy has had a great deal of difficulties in school and has shown no desire to continue school. This boy failed the fifth grade and thereafter attended an Indian boarding school where he was a chronic runaway. He claims to have gone as far as he wishes to go in school. He wishes to do farm work after he is released.

Personality: This is a shy, quiet, passive, and dull boy. He is quite close to the family, and does not make new friends. He is a slow moving, slow thinking, serious boy who likes to be left along.

Subject: 28B Age: 17 Race: Indian IQ: Average
Problem: Violation of parole
Population of home community: 200 plus

Family: This boy comes from a family which is intact but somewhat unstable. This boy had few controls placed upon him and as a result he is in the training school for the second time. Little is known of the parents and home situation.

Education: This boy is an excellent student in all his classes, and has outstanding ability in art. The boy has shown some interest in furthering his art training. He is also interested in athletics and this has seemed to help him. He does not have any particular goals or a vocational interest. Indications are that he does not wish to return to the reservation.

Personality: This boy is serious, a hard worker and mixes well with other people. He is proud of his art and athletic ability which seems to enlighten his outlook on life. He recognizes his need for help in making and planning his future.

Subject: 29B Age: 17 Race: Indian IQ: Below Average
 Problem: Forgery
 Population of home community: 200 plus

Family: This boy's father died when the boy was just ten years old. His father was a federal employee, as well as an ex-boxer, and seemed to make an adequate living. When he died the boy's mother became an alcoholic and led a very promiscuous life. Through the lack of controls at home the boy soon found himself in trouble with the law.

Education: This boy has had some difficulties in his school work. He is presently doing eighth grade work and has failed at least three grades. He attended a Federal Indian boarding school for four years. He was truant from school several times and felt his home community put him there because they did not want him.

Personality: This boy has experienced considerable deprivations from his home life since his father died. He has expressed considerable antisocial behavior. When controlled, he withdraws to such activities as reading. He has few friends and seems somewhat bitter toward life.

Subject: 30B Age: 18 Race: Caucasian IQ: 70
 Problem: Theft
 Population of home community: 10,000 plus

Family: This boy was born out of wedlock and lived with his grandmother until he was six years old. His mother then married and lived in another state for some time. When the boy came to live with his mother, his stepfather rejected him. Later the boy and his mother returned to her mother's home, where his mother soon began to live with another man. This man also rejected the boy, and he soon found himself involved with the law.

Education: This boy quit school after the seventh grade and claims he failed the first, third, fifth, and sixth grades. He was considered somewhat retarded and was put in a special class at the training school.

Personality: This boy has experienced considerable rejection from his family. He is retarded and tends to deny his feelings about people. The boy has characteristics of a sociopathic type of behavior.

Subject: 1G Age: 13 Race: Caucasian IQ: 98
Problem: Running away from home
Population of home community: 14,000 plus

Family: This girl comes from a family situation which is extremely unstable. The family is intact but the father has left home several times. He is a stepfather and has resented his wife's children whom she acquired through another marriage. There are seven children in the family and at times both parents are working.

Education: This girl is in the seventh grade and is often truant from school. She has attended six different schools in the past seven years and freely admits that she dislikes school. She has expressed no intention of education beyond the eighth grade and has no vocational interest.

Personality: This girl is quite angry and bitter, but has attempted to control her behavior. She has at times acted out violently and harshly. The school feels that she needs strict control until she can reason with herself.

Subject: 2G Age: 12 Race: Indian IQ: 104
Problem: Stealing
Population of home community: 3,700 plus

Family: This girl comes from an unstable family; the father was disabled and the mother was the breakwinner. The girl has a brother who was in prison and another at the training school. She has been at the state hospital for observation and also in a children's home just prior to admittance to the training school.

Education: This girl is in the sixth grade and has done quite poorly. She has trouble in reading, spelling, and arithmetic. She has been expelled from school and was often truant from school. She claimed that she didn't have suitable clothing and this was her reason for running away from school.

Personality: This girl has been an extremely hostile girl who has difficulty in making friends particularly with white people. She is interested in athletics and at times is a little too hostile and domineering.

Subject: 3G Age: 14 Race: Caucasian IQ: 112
Problem: Promiscuous
Population of home community: 6,000 plus

Family: This girl comes from a family whose parents were opposed to each other as to how the girl should be reared. The girl's mother was submissive and her father was domineering. She began to rebel against her parents at a very early age. The home itself was stable in that the financial situation was average.

Education: The girl is in the ninth grade and has done very well in her school work. After the eighth grade her school work took a sharp decline and the girl seemed to lose interest in school. She made many friends, mostly male and generally of an older group.

Personality: This girl is unresponsive and quite emotional. She likes to try to manipulate people into getting her own way. She has expressed a definite dislike for her parents, as well as the community from which she came.

Subject: 4G Age: 15 Race: Caucasian IQ: 82
Problem: Running away from home
Population of home community: 65,000 plus

Family: This girl comes from a family of five children who have been largely under the control of the father. This girl was extremely close to her father; her mother was weak and sick with a heart ailment. The girl's relation with her father was considered very immoral, and the girl claims that her father taught her about sexual promiscuity.

Education: This girl is in the seventh grade and has an intensive dislike for school. She was considered quite dull and has been socially promoted several times. Because of her father's nomadic employment, she has attended several different schools in the past few years.

Personality: This girl is quiet, dull, emotionless, and is at the complete mercy of her impulses. She has contracted venereal diseases and carries few morals. The training school feels that her care should be with the state hospital.

Subject: 5G Age: 15 Race: Caucasian IQ: 90
Problem: Incurable
Population of home community: 9,200 plus

Family: This girl comes from an unstable and broken home. Her mother was married for the second time and that has ended up in a separation. Her natural father was moved and is working in another state. The mother of the girl was inconsistent in her controls over her daughter and brought about friction between the two.

Education: The girl has had considerable trouble with school work and the moving around of her family has only added to her failings. She has no liking for school and was looking forward to the day she could quit. Her vocational interests are to become a waitress.

Personality: This girl is very impulsive and angry, and relieves her anxiety through continual talking. She has thrown tantrums and is generally quite demanding. She has made some attempt to solve her problems and has shown some improvement.

Subject: 6G Age: 15 Race: Caucasian IQ: 106
Problem: Violation of parole
Population of home community: 2,100 plus

Family: This girl comes from a very bizarre family situation. Her mother has been a prostitute and her father has homosexual tendencies. Both are considered bordering on mental illness, and their status in the community is very low. The girl has displayed normal reaction to her home life.

Education: This girl had quit school just after the eighth grade. She has held a lack of interest in school and was often truant from school. She has expressed a desire to finish high school and would like to become an airline hostess. She has shown a slight improvement in her school work during her stay at the training school.

Personality: In many ways this girl has displayed a nice personality. She is easy to talk to and has a large circle of friends. She considers herself a follower and feels she has little skills or talent.

Subject: 7G Age: 15 Race: Indian IQ: 95
 Problem: Incurable
 Population of home community: 65,000 plus

Family: This girl's mother had been married once before her marriage to the girl's father. Later her father was sent to prison because of an attempt to rape this girl's sister. Her mother then had a breakdown and was committed to the state mental institution. The girl recalls her early youth as being happy and later being mixed-up.

Education: This girl is now in the eighth grade but experienced a failure during the third grade. She is doing about average work and is getting along well with the teachers. She has attended several schools because of the family's constant moving. She has expressed no interest in finishing high school nor has she expressed a vocational interest.

Personality: This girl is quite verbal and has been able to function quite well. She seems to be able to relate better with men than with women. She has expressed some difficulty in winning approval of her peers.

Subject: 8G Age: 15 Race: Indian IQ: Average
 Problem: Stealing
 Population of home community: 2,100 plus

Family: This girl came from a very poor family who is well known to the welfare agency of that area. Her mother has made a great attempt to hold the family together. The father is disabled as a result of a drunken brawl and is an alcoholic. The girl holds a sympathetic view of both of her parents.

Education: This girl is in the ninth grade and is considered to be doing quite well. She has never failed any grades and has expressed hope in finishing school. She has stated that she would like to become an artist or a nurse. She has done outstanding work in home economics at the training school.

Personality: This girl is quite difficult to converse with. When she becomes confused she expresses anger and bitterness. She has displayed good reasoning ability in coping with her problems. The school feels that she will make good adjustment when released.

Subject: 9G Age: 15 Race: Indian IQ: 86
Problem: Truancy
Population of home community: 4,900 plus

Family: This girl comes from a problem family which has never been accepted into their community. The family consists of eleven children and the mother has been the source of strength of the family. Both she and her husband have worked hard to support the family. The girl's father drinks quite heavily and is usually quite disagreeable. The girl has stated that her father has often threatened to kill her.

Education: The girl has been a failure in the public school system. She has been so truant in the past two years that it is difficult to judge her capabilities. She failed the third and fourth grades. She has expressed a desire to quit school when old enough and get a job as a waitress.

Personality: This girl is quite pleasant, friendly and a little shy. She has difficulty in expressing her thoughts in words and tries to avoid contact with people. She has stated that she has no need for close friends.

Subject: 10G Age: 15 Race: Indian IQ: 88
Problem: Truancy
Population of home community: 65,000 plus

Family: This family has been known as a problem family for many years. The father of the girl has left home and his whereabouts are unknown. The girl's mother has wishes of marrying another man with whom she has been associating for some time. The girl's mother has had several children out of wedlock.

Education: This girl has done surprisingly well in school despite her family problem. She has shown no particular behavioral problem and her main problem is being truant from school. She has expressed a desire to complete high school and become a hair stylist.

Personality: This girl is extremely quiet and passive. She has maintained a come-what-may attitude. She has suffered from parental neglect and hopes to improve her family situation. She has had a negligible history of delinquency and the training school feels the girl will adjust well when released.

Subject: 11G Age: 16 Race: Negro-Indian IQ: Average
 Problem: Truancy
 Population of home community: 3,200 plus

Family: This girl has had no family to speak of and has been a ward of the state nearly all of her life. Her father's whereabouts were unknown and her mother died shortly after she was born. She has been living in several state and foster homes.

Education: This girl has displayed a great deal of potential as a student. She is in the eleventh grade and expresses a desire to finish high school. She has the ability to master subject matter quickly and easily, but she feels that she will not be able to go to college.

Personality: This girl is part Indian and Negro. Her Negroid features seemed to have governed her behavior as well as her personality. She has stated that she feels feeble when she gets out in the community and among people. She has expressed a desire to stay at the training school in a work-in-living situation.

Subject: 12G Age: 16 Race: Caucasian IQ: 108
 Problem: Incurrigibile
 Population of home community: 4,900 plus

Family: This girl comes from a large family of eight children. The home was broken by a divorce and the girl's mother remarried. The whereabouts of the girl's father are unknown and her stepfather has rejected the girl. Her stepfather is an alcoholic and her mother supports the family working as a cook.

Education: This girl has just completed the eighth grade where she has done average work. She has been no particular problem in the class room. She has expressed the inability to get along with the other girls in her classes.

Personality: This girl is very passive and holds a low opinion of herself. She is quite angry but did not express it often. Her greatest difficulty is in getting along with her peers. She also finds difficulty in withstanding close relationships.

Subject: 13G Age: 16 Race: Indian IQ: 69
Problem: Drinking and running around late at night
Population of home community: 10,000 plus

Family: This girl comes from a family which was broken by the death of her mother. Prior to this, the mother had married twice and both the girl's father and stepfather rejected the girl. Since her mother's death the girl has attended Indian boarding schools.

Education: This girl did well in school up to the ninth grade. Upon her failing the ninth grade, she became discouraged and gave up trying. She has experienced a dislike for school and has nothing in mind concerning her future.

Personality: This girl has expressed a lonely, lost feeling and is quite discouraged. She is bitter and has expressed some hostility in fighting and rebelling against authority. She has little hope and expresses the desire to drown her bitterness through drinking.

Subject: 14G Age: 16 Race: Caucasian IQ: Average
Problem: Truancy
Population of home community: 42,000 plus

Family: This girl was born out of wedlock and later her mother married. While the girl was still quite young, this man left her mother and she married again. Her mother exercised strict controls over the girl until this was broken off by her stepfather. The girl's stepfather was very permissive, and the girl was free to do as she pleased. She soon became involved with the law.

Education: This girl is in the tenth grade and is doing average work. Just prior to her coming to the training school, she has quit but is now attending while at the institution. She has expressed little interest in school but realizes the value of finishing high school.

Personality: This girl's primary difficulty has been with her conflict with her mother. She has had only minor delinquency violations and seemed to be quite normal in her actions. She has a low opinion of herself and often lies to cover up her feelings.

Subject: 15G Age: 16 Race: Indian IQ: 92
Problem: Drinking and carrying a concealed weapon
Population of home community: 42,000 plus

Family: This girl's mother died shortly after she was born and her father gave her to his parents for care. She grew up in her grandparents' home and the homes of aunts and uncles. The controls placed upon the girl were unstable and she began to lead a very loose life. The girl has stated that she recalls her grandfather as being closest to her.

Education: The girl has completed the eighth grade and apparently has quit school. Her grades while in school were about average, and her favorite subjects were mathematics and English. The girl has expressed no particular vocational interest nor any desire to finish high school.

Personality: This girl seems to have some insight into her problems, and desires some help. She lacks affection and control in her behavior but the school feels she was benefiting from the training.

Subject: 16G Age: 17 Race: Caucasian IQ: 97
Problem: Stealing
Population of home community: 23,000 plus

Family: This girl does not know her natural father, for her parents separated when she was very young. Her mother remarried and the girl's stepfather has rejected the girl. The girl's mother had been living with her stepfather some time before they were married. This has caused many fights between the girl and her mother, as well as her stepfather.

Education: This girl failed the first grade and since has been doing average to below average work. The girl was in the tenth grade and had quit school just prior to admittance into the training school. She had not been a behavioral problem and expressed no desire to complete high school. Her vocational interests are to be a hair stylist. She has also thought of enlistment into the military services.

Personality: This girl has acted out a great deal, but is in good mental health. She likes making friends with girls her own age but has difficulty with her peers. She is an alert girl with a great deal of ambition.

Subject: 17G Age: 17 Race: Caucasian IQ: 97
Problem: Stealing
Population of home community: 65,000 plus

Family: This girl comes from a very large family where the father was very domineering. He is a good worker and has been constantly employed. Neither of the parents have received much education and live a poor, sloppy life. The family is well known to the welfare agency of that area and they cannot seem to live a decent life.

Education: This girl has completed the eighth grade. She failed two grades and was doing nothing in school just before she quit. She disliked school and her attendance was poor. She refused to obey orders and failed to complete make-up work. She has expressed no particular goal or vocational interests.

Personality: This girl appears to be a very hard girl and finds it difficult to express herself verbally. She considers herself delinquent and her friends as being all delinquents. The school feels that it has little hope of changing her attitudes.

Subject: 18G Age: 16 Race: Caucasian IQ: 76
Problem: Truancy
Population of home community: 10,000 plus

Family: This girl comes from a family which is quite well off. The girl's natural father deserted her mother when the girl was two years old. Her mother worked for some time and the girl was reared by baby sitters until her mother remarried. The combined income of the girl's mother and stepfather was very substantial. The girl began rebelling against her mother when her mother tried to control her dating and hours.

Education: This girl has attended several different schools as a result of her father's employment. The girl's relations with teachers have been good and her problem seemed to be with other students. Her grades were average and she seemed to like school.

Personality: This girl did not seem to meet the social approval of her mother and has rebelled against her mother's wishes for her to be socially acceptable. She has a rebellious attitude and her wishes are to be left alone.

Subject: 19G Age: 17 Race: Indian IQ: 92
Problem: Incurable
Population of home community: 600 plus

Family: This girl's natural father died of a heart attack and her mother has remarried. The girl seemed to make fair adjustment to her stepfather but regretted losing her father to whom she was very close. Later friction developed between her and her stepfather, and the girl began rebelling against her parents.

Education: This girl has recently graduated and has received a diploma. She was considered a good student and did average to above average work. She was a leader among her schoolmates and enjoyed lining up one Indian girl against another Indian girl.

Personality: This girl is rather passive, and likes to lead girls. She does not express her feelings directly and finds it difficult to relate to adults. She has made adults very distrustful of her. She feels she cannot cope with the home situation and must strike out on her own.

Subject: 20G Age: 17 Race: Indian IQ: Average
Problem: Working as a bar maid in a night club (under-age)
Population of home community: 65,000 plus

Family: This girl comes from a large family whose natural father left their mother when the children were quite young. The mother remarried a man who was very strict with this girl. Both of the girl's parents drank quite heavily and the children were taken from them and placed in foster homes. Some of the children have since been returned to their mother.

Education: This girl has graduated from the eighth grade and has been attending school quite infrequently since. She has enrolled in school again at the training school and is doing average work. She seems to be very quiet and is no trouble to anyone at the school.

Personality: This girl seems to be lonely, shy, and a little frightened. She is also warm and considerate. She has recognized her need for guidance and supervision, and hopes to adjust to her life when she leaves the school.