

**A CASE STUDY OF THE PROBLEMS OF BOYS  
WHO ATTEND BOYS' FARM SCHOOL  
WICHITA PUBLIC SCHOOLS**

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A CASE STUDY OF THE PROBLEMS OF BOYS  
WHO ATTEND BOYS' FARM SCHOOL  
WICHITA PUBLIC SCHOOLS

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## CHAPTER I

### THE PROBLEM AND CAUSES OF JUVENILE DELINQUENCY

That delinquency is a behavior pattern and delinquent conduct is a child's way of gaining satisfaction or of avoiding annoyance, is accepted by judges of juvenile courts, probation officers, and any others having to deal with problems of delinquency.

Contributing factors related to juvenile delinquency are: economic tension, poverty, inferior intelligence, emotional instability, crowded housing, ill health, improper companions, cheap movies, unwholesome stories, broken homes, and lack of parents' understanding of their children's problems.

Some factors which lead to running away from home are: worry and irritation over family quarrels, feeling of not being wanted or needed, fear of punishment, fear of consequence of a poor school report, jealousy of some member of the family, a feeling of inferiority, worry over uncertainty of parentage. There are other factors but these seem to be the generally accepted main issues and delinquent juveniles run pretty true to a behavior pattern. Their attitudes are all wrong. By turn they are morbid, sulky, vicious, arrogant, slap-happy or passive. Delinquents who grow up in homes without being an integral part of family life, whose parents shift their responsibility to others, parents who are unfair, brutal, or

dishonest, do not honestly know what is right and what is wrong. Their individual acts are due to inheritance tendencies and to the experiences of an environment ancestry out of which they are not able to, or capable of, lifting themselves.

It is not the purpose of this study to discuss the causes of juvenile delinquency as a whole or in part, or to offer any suggestions for its cure, but to present a case study picture of some of the problems of juvenile delinquents with whom the writer comes in contact daily. Through these opportunities the impressions are made that the problems of these boys are very real and represent the problems of other boys in similar circumstances. Out of these opportunities there resulted a sympathetic understanding and a desire to help boys rebuild their thinking and plan a better adjustment to their environment when they are released by the juvenile court.

The data were secured by class discussions in social living and social studies groups, the boys' written autobiographies, by casual conversation, information from enrollment, by voluntary information, and by diaries which some of the boys kept. There was excellent opportunity for observation when listening in on conversations and discussions during periods for "freeing the mind of excess thinking," as one boy so aptly named these periods in which the boys talked openly and fairly. It was a rare privilege to glimpse, as it were, into the inner sanctuary of their thinking and hear their side of the story of the juvenile and his problems.

Interviews were had with the following:

Mr. C. R. Rankin, probation officer of the juvenile court of Sedgwick County, State of Kansas; Mrs. Smith, negro probation officer of the same juvenile court; Mr. J. M. Flummer, superintendent of the Boys' Detention Home, Sedgwick County; Mrs. J. M. Flummer, matron; Mr. Carrier of the Wichita police department; Mr. Floyd Moore, principal; Miss Mary McHugh, co-teacher of delinquents; and Mr. McIsaac, attendance officer of the Wichita public schools. When it was possible to do so, the former teachers and principals were interviewed for school records and behavior attitudes. Parents have been visited when it was possible to get in contact with them although the probation officers advised that any information obtained from certain broken homes involving two sets of parents could not be relied upon for authenticity.

## CHAPTER II

### GENERAL CHARACTERISTICS OF KANSAS AND WICHITA

Kansas, with its sunflower-grown prairies, ranks in area thirteenth among the states of the Union. Its official name is taken from that of a tribe of Indians who formerly roamed its prairies. The largest per cent of her population is American-born.

Agriculture is the chief industry and out of agricultural resources have grown manufacturing industries of importance.

The central position gives Kansas an advantage in transportation by railroads, highways, bus and airways.

Kansas is governed under a constitution which dates from 1861, but which has been amended several times.

There are no very large cities but a number of progressive smaller ones of which Wichita is prominent.

Wichita, the county seat of Sedgwick County, is situated in the southern part of the state on the Arkansas River, at the point where it receives the waters of the Little Arkansas. Wichita was settled in 1870 by Indian traders, and was named for the Wichita tribe of Indians.

Wichita has depended upon the agricultural industry for its resources and has become an important distributing and manufacturing center for agricultural equipment. The Industrial Research Foundation, located at the University of Wichita, was

established to aid industry and agriculture.

The assessed valuation is \$180,670,597. The 1946 census, 153,411 as the population. A non-partisan Board of Commissioners governs the city. The Board chooses a city manager. They operate on the pay-as-you-go budget plan.

There are five national banks, one state bank, and a Federal Land Bank for four states.

At the crossroads of U. S. Highway 54, coast-to-coast connections, and U. S. Highway 81, from the heart of Canada to the heart of Mexico, Wichita offers advantages.

Four airplane manufacturing plants, airmail and air transportation service to any city served by airlines, with overseas mail, passenger, and cargo service, help to make Wichita an important air center.

Three radio stations bring to the Wichita area the latest news. Three daily newspapers serve the reading public.

A library with a book circulation of nearly one million yearly, from a Carnegie library of 133,000 volumes, furnishes reference and information service.

The Wichita transportation company's bus lines extend to all parts of the city and to the industrial plants outside the city limits. This service is supplemented by taxicab service.

Playgrounds are provided with swimming pools, tennis courts, golf courses, baseball diamonds, archery and other types of equipment. Twenty-five parks and parkways covering six hundred thirteen acres and the municipal airport of 1,830

acres, furnish places for recreation and picnics. Eighteen motion picture theaters and one legitimate stage theater serve Wichita's theater fans.

Numerous clubs represent the business, professional, social and cultural life of the city. The Civic Music Association brings outstanding music attractions to the city through the seasons. Collections of American contemporary art are found in the Art Museums and Art Association Galleries.

One hundred sixty-three church organizations representing forty-two denominations provide for the religious needs of Wichita's citizens.

Wichita offers many educational advantages. The University of Wichita, with four undergraduate colleges and a graduate division, is municipally owned. Friend's University, an endowed Quaker denominational school, Sacred Heart College, art schools, business colleges, music academies, Catholic high school and a few private schools are available.

The Institute of Logopedics, located at The University of Wichita, for the correction of speech defects, also trains teachers who plan to teach in this field.

The Wichita public school system has thirty-six elementary, seven intermediate, and two high schools. A superintendent of public schools is responsible for the organization and smooth operation of the school system. Associated with him are his administrative staff, consisting of the director of intermediate schools, the director of elementary schools, the

secretary-treasurer, and some heads of departments. In addition to these are the supervisors of art, music, physical education, the principals of the various schools, teachers, visiting teacher-counselors, school nurses, school attendance staff, the secretaries, supply room staff, cafeteria staff, and custodians. These are all hired and their salaries are paid by the Wichita board of education, whose membership is made up of twelve Wichita citizens who serve without remuneration. The regular monthly meetings of the board of education are held on the first Monday of each month, in the board room, Administration building.

The offices of the superintendent of public schools, the secretary-treasurer, administrative staff, supervisors, and attendance staff, are housed in the Administration building. The supervisors have their meetings with teachers in this building.

Dr. Wade C. Fowler is superintendent of public schools, Mr. Leland R. Armstrong is assistant superintendent of schools in charge of business affairs, and Mr. L. E. Wilbur is assistant secretary, treasurer, and office manager.

One of the schools in the Wichita public school system is known as Boys' Farm School, which provides educational advantages for delinquent juvenile boys. A Detention Home is provided by Sedgwick County which houses these delinquents out of school hours. An explanation of the Boys' Detention Home and its relationship to Boys' Farm School follows.

## CHAPTER III

### BOYS' DETENTION HOME

The Boys' Detention Home is located in the twentieth block on South Seneca Street, south of the main east and west avenue, Douglas Avenue. Built in 1927, the building is the property of Sedgwick County, State of Kansas, and is operated through a board of county commissioners. It serves as a temporary home for juvenile delinquent boys, until their cases are decided by the judge of the juvenile court. It is a place of detention and not a corrective institution.

A superintendent and his wife are in charge and are responsible for the management of the Home. Assisting them is a supervisor whose duty it is to care for the boys out of school hours, planning their activities, and sending and receiving them to and from school. The supervisor's wife cares for the mending, and helps where needed when any of the personnel must be off duty. The cook has charge of the dining room and kitchen and prepares the meals. She selects certain boys to help her with the work.

Mr. J. M. Flummer is acting superintendent and is assisted by his wife. From Mr. Flummer's years of experience as a teacher and principal, he has learned much of the behavior and attitudes of juveniles and is willing to understand their problems. Both he and his wife have pleasing personalities and a philosophy of living which is necessary to the management

of a detention home, where all types of dispositions and maladjustments are housed. One of their finest qualities is that they show no unfair partiality. When boys come to the Home they are given training by doing: in leadership, as monitors, for lockers, for supply rooms, and various duties about a home. Boys are given a weekly health check-up by a county nurse and the county doctor. Mrs. Flummer is ever watchful of any illness or hurt any of the boys may have.

Boys' Detention Home activities, as church programs and clubs, are in no way a part of Boys' Farm School activities. The two institutions are independent of each other except in cooperation as any home and school would give. There is, however, an overlapping in discipline because of the nature of the school situation in its relationship to delinquency, and because of this there is a closer understanding.

Special mention should be made of the very fine service given the Boys' Detention Home by Mr. E. A. Jones and his wife. Mr. Jones was the first superintendent after the building was completed in the summer of 1928.

During the few years before the new Home was built, Mr. Jones rented a fourteen room house in Wichita, to make a home for delinquent boys. In this home the judge of the juvenile court placed delinquent boys, where an atmosphere of home prevailed. It was with a feeling of satisfaction that he and his wife moved with their boys into the new Boys' Detention Home.

Mr. McCready, who came after Mr. Jones, made a fine contribution in service.

Mr. and Mrs. L. W. Baker were next in line of superintendents and added a cultural atmosphere, and also trained the boys for work in the institution as Mr. and Mrs. Flummer are doing.

When changes are made in management each one brings his own personality. It has seemed at times, that ideals and perspectives have changed, and the original plan for Boys' Detention Home, as a corrective institution, has been forgotten. It is the belief of the present superintendent that the institution should be a corrective one, and not a place of detention, inasmuch as a short stay in the Home cannot result in lasting help for a boy.

## CHAPTER IV

### BOYS' FARM SCHOOL

Boys' Farm School is a two-story, brick building of four rooms, approximately three hundred feet from the main building which we call the Boys' Detention Home. A cement sidewalk connects the two buildings.

Boys' Farm School was completed in the summer of 1928 to satisfy a need to furnish delinquent boys a place to continue in school while they were held in the Boys' Detention Home awaiting disposal of their cases by the juvenile court.

An agreement was made between the county commissioners and the Wichita board of education, at the time the buildings were planned, that Sedgwick County was to furnish the school building, equipment and supplies, and the board of education was to employ the teachers and pay their salaries. There are two teachers, one for grades one to six, the other for grades seven to nine, inclusive. Boys' Farm School functions as any other of the schools belonging to the Wichita public school system.

It was known in its beginning as the Boys' Detention School and the teacher of the intermediate grades was to serve as principal. The school opened in September of 1928. Mr. Homer Popkins, now of Central Intermediate in the Wichita schools, was the first principal. He served seven years. During his service he took a keen interest in boys and their

problems. He was firm in his dealings, fair in his decisions, and frank in answering questions asked him by any of the boys concerning their problems. He was a friend to boys, and a wise counselor. At his suggestion the name of Boys' Detention School was changed to Boys' Farm School. He felt that the word Detention on a boy's report card, would be interpreted by some as a penal institution and mark the boy as a criminal.

There have been other teachers since Mr. Popkins, but none have stayed more than three years.

At one time there was a plan suggested to transfer the boys, who were in the first six grades, to Stanley elementary school, and the boys of the seven to nine group to Allison intermediate school. Both schools belong to the Wichita public school system. Stanley is about six blocks from Boys' Farm School and Allison about twenty blocks. This change would not affect the boys in their relationship to the city schools. The Boys' Detention Home superintendent was to be responsible for transportation to and from school. This change, if made, would be a saving for Sedgwick County and the city board of education.

The Stanley P.T.A. circulated a petition of objection and presented to the board of education their reason. Stanley folk did not want delinquent boys to sit in class rooms with their children or to play with them on the school grounds. The petition carried and the matter was dropped. Boys' Farm School was to continue in its own building with all grades intact, but

under the supervision of the principal of Stanley school.

Mr. Floyd Moore has served as principal since the school year 1943-44. As an administrator he is above the average, the type that assigns a task and leaves the assignee alone to do the job, without the back seat drive. He believes the teacher knows her individual field and his confidence in her ability to carry on permeates the want to do her best. He quietly weighs any mistakes that are made and works out a satisfactory solution to the problem in a way that disperses the sting a teacher always feels when she has made a mistake. His presence in the school room is friendly and the boys feel the warmth of his interest in their problems. "Mr. Moore must like us, he always comes in smiling and goes out smiling" is their comment.

Miss Mary McHugh has supervision of primary grades one to six. Her approach to problems of the smaller delinquent boy is straightforward and sympathetic. Her pleasing personality invites confidence and respect. She is a disciplinarian and a progressive class room teacher. If a boy does not go forward on his grade level, in her classes, it is because he has no learning ability whatever.

All school supplies are ordered by Mr. Moore through the regular public school channels. Requisition is made and submitted to the board of education treasurer who approves the order and sends the requisition to the supply office to be filled. The supplies are delivered to us from the ware and supply house on the day assigned our building for delivery.

The Sedgwick County commissioners reimburse the Wichita board of education for these supplies.

There are three sets of encyclopedias in Boys' Farm School library but they are not late sets and are not adequate to the needs of the school. The lack of a good library is supplemented by borrowing suitable books from Wichita's public city library on a month's time card with a two weeks renewal privilege. From sixty to one hundred books are checked out at one time and are seldom renewed. A committee of four boys is selected on the basis of ability to select books of interest and information. Teachers accompany their own group. Boys who do not go to the library are sent to the Home until the committee returns. Committee members are changed from time to time to give each boy an experience. Boys are taught to use the card index, how to select books, where to find them, and what procedure to follow to check them out. It is surprising, the number of boys who come to Boys' Farm School who have never been inside the Wichita public library or any library.

Boys' Farm School students do not usually come from homes of culture and refinement, but occasionally a boy does come from this type of home. Sometimes a boy is brought in who has no home, as for example the boy whom the probation officer found sleeping in a weed patch.

Their offenses are: truancy, running away from home, robbery, auto theft, minor thefts, sex offenses, window peeping, forgery, driving while drunk, and placed for want of a

place to live. These delinquency factors are the result of broken homes or parents who shield their children. If boys are from unbroken homes, there is an unbalanced discipline situation.

The larger enrollment comes from the Wichita schools and Planeview, a city on the south edge of Wichita. Planeview satisfied a need for homes for airplane factory workers. Other feeders for Boys' Farm School are: Missouri, Arkansas, Oklahoma, California, and Boys' Town, Omaha, Nebraska. They come from other states as Oregon, Texas and Mexico.

Boys' Farm School cannot have a stabilized enrollment. Boys remain from an hour to several days, weeks or months, depending upon the nature of their delinquency, where they are from, whether they are repeaters, and depending upon the disposition the juvenile court makes of the case. A truant usually stays longer, especially if he is a repeater. This constantly changing enrollment makes it impossible to follow lesson plans as in a normal situation. Lesson plans are used as measures of progress and time savers.

Two examples of shifting attendance follow. On one Thursday there were fifteen boys present. Over the week end five were released. Monday three new boys were enrolled, but Tuesday one of the boys, released on the week end, returned. Wednesday one of the new boys was released. So that at the end of the week, the enrollment was thirteen. In these changes, grades 7A, 8A, 9B, 9A, 10A were represented. Again, on Friday

afternoon fourteen boys were present at dismissal. One was released over the week end but eight were enrolled Monday morning. Time taken to make this enrollment was an hour and twenty-five minutes. Tuesday one boy was released, but four were enrolled, making a total of twenty-five on the Monday and Tuesday enrollment, but twenty-four left on roll Tuesday at dismissal. Grades represented by the twelve additions, 8B, 8A, 9B, 9A, 10B, 10A, 9B Special room.

The day's schedule begins at nine o'clock. No bells are rung. The boys are sent from the Home building by the supervisor. They walk in single file and are returned at twelve o'clock for lunch. This procedure is repeated for the afternoon session. School is dismissed at three-thirty.

On rare occasions boys take make-up assignments to the Home for night study. In cases where the juvenile court plans to release a boy a matter of a few weeks before the close of school, so that he may go with his parents in a move out of the city of Wichita, he will be given advance assignments in order to get the work made up before he leaves.

The regular school subjects, such as are given in any junior high school, are fitted into the program from the Wichita public school curriculum. However, the school is not equipped to teach certain subjects successfully.

Science is one of the subjects for which the school is not equipped. The nearest approach to anything in the way of accomplishment is in the nature of reports from reading science

discoveries, lives of scientists, the developments of value to medicine, and such. One 8A boy, who was a truant and who has been with Boys' Farm School since the fourth week of school, has accumulated a fund of knowledge about planets, constellations, and dinosaurs, that would do credit to a college student. Mr. Moore scanned the book, "The Angry Planet," and told the boy he should challenge a school principal with its contents.

Music is on the preferred list. Singing results have their ups and downs in tune and volume, and the usual rise and fall in voice characteristic of the adolescent boy. Some have nice voices. Occasionally, boys who play instruments, bring them to school.

Recently a sextet sang for a Council of Churches program. A gift of \$20 was given them in appreciation and as an encouragement. This sum was added to the boys' club fund to purchase a moving picture machine. Out of this experience a class discussion on the influence of music in our lives revealed some interesting thinking. The consensus of opinion was that music does influence people and effects them in different ways. Music may be comforting and soothing, creeping over one lulling one to sleep. If one is troubled and will listen to good singing or quiet music, troubles may be forgotten for the time and a feeling of wanting to sit and be quiet comes over one. If a person is down-hearted, soft quiet or sad music brings thoughts of heaven. Some of the boys felt that symphonies influenced their thinking of heaven, while others did not enjoy symphonies.

Church music brings a feeling of reverence. Comment was made that church hymns were written with the idea to influence the feeling for reverence. One boy contrasted church hymns with the music usually heard in the average motion picture. Another comment was that rhythm in music got one into the mood for certain types of thinking as: soft music made one boy want to talk, felt like calling someone on the telephone to talk, puts him in a sentimental mood, another boy could study better under the influence of quiet pleasing music. The general comment about certain types of picture show music was that it throws a chill over some people. Gives one the feeling of something happening practically out of this world. If it is dark when the show is over one feels like looking behind every tree, or maybe wanting to run. Gives bad dreams, might even make one feel like committing murder. One boy out of one day's attendance of twenty-five does not like music, he does not know why. The writer is recording observations on his reaction to music situations. Far back in his experiences, he may have had some frustration during a rendition of music that may account for his dislike of music. A neglect of attention, having to keep still when he wanted to play, or some other form of frustration.

English is at the bottom of the list of school subjects at Boys' Farm School. About all some of the boys remember of their exposure to the subject is that a sentence is a group of words supposed to make sense, but which is subject and which

the predicate is the debatable question. Magazine articles and books furnish material for reports. A special outline is followed for these reports, which are written.

Social studies is always enjoyed. Reports, class discussions and quiz questions are entered into with interest by class members. A large per cent of the library books that are checked out from the city library have a background for early America, pioneer, other historical events, or literature.

One difficulty that presents itself is the lack of a boy's knowledge of historical background which would explain the reasons for certain developments or events. An example is the case of a truant who has been out of school several days or weeks, the boy who comes from rural sections where the state text is used, or boys who come from other states. Texts differ and courses of study follow the text. Boys' Farm School follows our city course of study although teachers differ in presentation of subject matter. The boy has missed connections. The library books are a help in that a boy may add to his knowledge of historical characters and events. When the need arises the writer mends the broken places by using the social studies period as a story hour. In an outline story the main history settings may be brought up to date for the class and the relationships in events, places, and characters established. This procedure takes time and is not followed with each new entrant. But eventually it must be done if the entrants remain for a length of time.

Almost without exception boys are behind in math when they enter Boys' Farm School due to the fact that they do not understand relationships of the fundamentals. They know how to add columns, but if asked to find the sum of numbers, they must first have the word sum explained. They usually divide 42 into 966 instead of dividing 966 by 42. Fractions, decimals, and per cents have no relationship in their thinking as: fraction  $\frac{3}{4}$ , decimal .75, per cent 75%. There seems to be some sort of quirk in their thinking against formulas. They will try to figure a way to work problems involving formulas without using the given formula. Like scheming to find a way to avoid obeying the laws of our city. When they learn there is no other proper way but to follow formulas, boys come to enjoy solving problems. A reading problem is harder for them because their reading understanding is poor. One result of reading library books during the many reading periods, is the improvement shown in a better understanding of story problems which they learn to solve more readily. There is a definite connection in failure to understand school subjects, math in particular, and juvenile delinquency. This failure is one of the causes for delinquency.

Sometimes there are boys who want to learn about health principles and cooking. They have opportunity to browse around in health magazines and cook books. Several have made health posters and health scrap books. Cook books, checked out from the city public library, prove helpful. Recipes are selected

for their practical value to health and menus are planned for different occasions. Scrap books of recipes have been nicely worked out by these would be cooks. One boy has used some of his recipes to make cakes, light rolls, home made bread, biscuits, French fries, scalloped potatoes, salads, and other dishes. He makes his plans at school but goes to the Home kitchen for the actual work because the school is not equipped. The writer has sampled his concoctions and speaks for their quality.

Boys compete on a level and they enjoy their attendance at Boys' Farm School. This is their opportunity to study and make up any loss in falling behind in their subjects. Every effort is made to bring them up to the level of what is required in the course of study. Boys who attend for a reasonable length of time are usually prepared to return to a regular class room and carry on with the group. The results justify the effort and energy. They live in an environment of regular habits, necessary and regular sleeping hours, all they want to eat of well balanced meals, and there is no temptation for truancy or other delinquencies.

Curricula and treatment plans are individualized. This is difficult but necessary. There is an adjustment to all varieties of intellectual and social deviations. Text book material must be taught, but along with that is the need to help juvenile delinquents recognize the relationship of school subjects to life's experiences.

The aim of Boys' Farm School is to help boys rebuild their thinking and attitudes for a more normal adjustment to their environments when they return to their homes.

## CHAPTER V

### ORIENTATION

Each new enrollment is a challenge, an unhappy juvenile, who has determined his own comings and goings without restrictions. His nervous system is held in tension by some emotional confusion. In some way his reserve must be broken down, his confidence won, his thinking re-educated, and his attitudes rebuilt. Reasons, which may have caused his individual delinquency, parade through the mind of the writer when a new boy enters, and she knows the boy's thoughts are running in the same parade.

Often the writer has tried to imagine a new-comer's feelings when he is caught and brought to a place of confinement, his privileges restricted, known as a delinquent, dubbed a bad boy, feels every one is against him, feels he will lose his friends, and does not know how it will all turn out. If his parents are the right sort he feels like a heel for letting them down. With all this inner turmoil, guilty or not for his trouble, there is little wonder for a boy's attitude of defiance, his bitterness, arrogance, hatred, or hopelessness. If he is a repeater he may come in with an attitude of a new-comer. He may wear a sheepish grin or a nonchalant swagger to announce his return.

By experimentation, interesting observations and various types of boys' reactions have been mentally recorded.

An attempt is made in the following paragraphs to give the reader an idea of the procedure of enrollment and a boy's reaction to his entrance into the class room.

When the boys come from the Home, they take their places in the class rooms and read a library book until the lesson assignments are made for first hour classes. If there is a new boy in line some member of the class tells him where to sit until he is enrolled. He usually watches to see what the other boys do and if they get library books or a magazine, he may, or may not, follow suit depending upon his urge to read.

If he was brought to the Home after midnight, usually he has lost sleep for a string of nights. He may have been questioned for hours, or he may have been a pick-up. In any case he spends the night in the Home's cell. He eats his breakfast and is returned to the cell until school time. Naturally he may not be interested in reading.

But if he selects a magazine he slumps into a seat and gives a casual glance at the pictures as he flips the pages in a detached fashion. In this way he surrounds himself with an environment attitude of indifference or of boredom, depending upon his inner response to his trouble or the fact that he was caught. If he was picked up as an accomplice he resents the fact of being brought to the Home especially if the other fellow was released or got away. Whatever the reason for his retreat into this environment attitude, he is not fooling any one but himself. The rest of the boys are remembering their

own reactions when they came.

If he does not choose a pretense of reading, he usually sits and looks into space, or out the window, tries out for a nap, or strums on the desk. Always he sizes up the teacher, especially if he has had trouble with lady teachers.

If some member of the class has not seated the newcomer, the writer may find him standing somewhere in the room with one hand in a pocket, combing his hair with the fingers of the other, as he catches up a corner of his lip with his teeth. Embarrassed, bewildered, low in spirits, not knowing how matters will be settled, a seat to slink into and a place for his feet, out of the limelight, is a welcome invitation.

He is invited to place a chair, which is pointed out to him, beside the desk of the one who is to take his enrollment, with the back of the chair to the class. In this position the class does not hear his answers to questions and learn the cause of his trouble. However, a large per cent of boys cannot carry out this simple instruction. Sometimes a chair is placed for him. Failure to follow instruction is not because a boy lacks intelligence. He is bewildered or afraid he may make a mistake, and this adds to his confusion. To him, this approach to enrollment means one more sitting under fire for questioning. He connects it with having something to do with his problem or with the police. He usually braces himself for caution. A smile, and a word of encouragement, in most cases, will reassure him. Sometimes a boy keeps a reserve throughout

the enrollment. If he fences in his answers, a few straight to the point answers from the one at the desk, given in a pleasant way, surprise him into wondering how the inquirer knows the reasons and causes for his delinquency. He gets the idea of respect. Experience has not taught him, and he does not know that delinquent juveniles follow a constantly recurring pattern. He does know that his own problem is the biggest thing in the world at the moment, and he does not know how it will end for him.

Those who give casual thought to the enrollment of a delinquent may think of the time spent in the procedure as one more routine duty to be gotten out of the way. The teachers of this group know that any future influence they may have for good, any confidence established with these juveniles, depends in large measure on her own approach and her attitude during the contact through enrollment.

Individual characteristics in disposition make a showing during the two supervised play periods in the daily school program. Unfair play on the part of participants in games results in trouble. Among delinquents this is more pronounced, due to the fact that the tendency is to get ahead or out wit the other fellow. Here is where the bully and the smart guy shows his importance. Uneven sides in ball games, either in number or size of boys, or an imagined difference in the quality of players, tips the balance for a controversy. To control this situation there is an understanding that play periods will be

cut short or discontinued for a time. Most of the boys are poor losers although there are some who are good sports. Some learn, others hold themselves in check in order to have longer play periods.

Jealousy plays a large part in a boy's uneasiness or unhappiness. If his inner urge for attention has never been satisfied he may have become delinquent as a result of seeking attention.

Experimentation has proven that jealousy can cause an unhappy situation in the class room. An example is given. During a free reading period all boys were reading except one. He had selected a Life magazine. On the desk were three late copies. Observing that this boy was turning the last page of his magazine the writer motioned for him to come to the desk for the three. Quietly as had been the contact, another boy took notice and watched the transfer of magazines. A wishful look or better described, a look of having been pushed aside, came into his eyes. Other experiments gave the same results. These results brought about a deeper sympathy for boys who suffer from jealousy and a better understanding of its treatment.

As in any class room, definite assignments, clearly explained and quietly made, result in a more wholesome atmosphere. A quiet freedom relaxes tension and a pleasant but firm attitude discourages any attempt to break over. Boys who persist in non-cooperation are asked to go to the Home, and the

supervisor places him in the cell to think things over. A day or a day and a night changes his mind. He likes the approval of the group. The punishment seems severe, but it is the suggestion of Mr. Moore who believes the treatment more impressive and the results more satisfactory than other punishments he might give. Mention of cell punishment is effective and seldom needed.

As each new-comer becomes orientated the results satisfy the effort. Every one knows the process of orientation must be repeated with the enrollment of the next juvenile delinquent boy who puts in an appearance. In Chapter IV, page 15, an example was given of the changing enrollment at Boys' Farm School. Since delinquency is on the increase among juveniles, the enrollment will of necessity continue to change.

## CHAPTER VI

### DEVELOPMENT OF GOOD READING HABITS

The article included in this chapter was written to show procedure and results in developing good reading habits in delinquent juvenile boys. The project began with Harry's entrance early in the first semester, September 1945, and carried through the school year which closed in May 1946. The idea for the project was the result of a conversation between Harry and the writer which is given in the article. Several boys were a part of the project although not all were in at the beginning and some not in school when the project was closed. The facts throughout the article are true.

The article was not originally written as a part of the writer's thesis.

Submitted by  
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Estimated  
words 2850

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#### Development of Good Reading Habits

He stood in the doorway, the fringed leg endings of his over-sized trousers trailing over bare feet, faded blue shirt unbuttoned from collar to hem. Beneath freckled nose and cheeks curved his drooped-at-the-corners mouth, a cross between a sneer and a smile. An unkempt urchin first class, this fourteen year old juvenile came into my class room for delinquent boys and waited.

Behind my closed eyelids the curtain of contrast was drawn on this result of someone's making, to give a glimpse of a mother bending over her little son as he lay sleeping away the busy baby cares of the day, a chubby fist doubled under his chin. How peaceful and innocent before an untried future!

"How can any good thing come from this specimen of failure standing before me?"

"Failure? Unto one of the least of these?"

The business of enrolling Harry jerked me back to reality. School must go on. Blanks must be filled and filed. I shook myself free of "what might have been," squared my shoulders and walked to my desk waving him to a seat near me.

"I am Miss Welsh. And your name please? Your address too."

"Harry Eugene Smith, 3402 Place Street."

The necessary data followed.

"Give me your father's name too, please."

"Which of my dad's names do you want?"

"How many do you have, Harry?"

"Well I got two dads and two moms."

"Perhaps I should take the name of the dad with whom you are living at present."

"Well I been livin' with my step-dad. Think I'd ruther give his name. Believe I like him a little better than my real dad. Maybe it's because he's good to mom."

"How many sisters?"

"You mean my real sisters or my half and step-sisters? There's six in all."

"How many brothers?"

"Gee, I've got so many real and step and half ones, I don't believe I've seen 'em all. Met one on the street the other day I didn't know I had 'til my step-brother told me."

"About how many, Harry?"

"I guess ten, maybe."

The enrollment finished, he chose a seat and accepted the texts and tools.

"Put these in your desk, Harry, then you may look through the library and find something interesting to read. Here are some magazines or you might like to draw."

"I like to draw and I like to read. Maybe I'll do a little of both if that's all right with you."

He shuffled over to the book shelves, pulled out a book here and there, flipped through the pages, replaced each book, and went back to his desk. He got out the necessary gadgets and began to draw. Why had he come to this decision? He was in a reading environment but he chose to draw. Was the type of reading material on our shelves not to his liking, had he read most of the books, or was he not in the mood for reading? I paused at his desk.

"That's a nice drawing you have there, Harry."

"Do you think I'm gettin' it O.K.? It's a little hard to get the stairway just right."

"You're doing a fine job of it. You have talent that you should develop."

"You think so, Miss Welsh?"

"But tell me, Harry, why you are drawing a picture when everyone around you is reading."

"O! I - well - I - I just thought I'd draw. Here's the picture I'm copying. I'm havin' a little trouble gettin' the steps to look natural."

The pattern was an open stairway with paneled walls on either side, beneath a beautiful arch. I admired his courage of choice and he really was doing a nice piece of work, but he hadn't answered my question.

"You might bring this line more to this side, and lengthen this one a bit," I suggested.

"Yeah, that's a lot better. Think I can go on now."

"Of course you can. But first do you mind answering my question? Why did you choose to draw? You need not answer if you do not care to, but we have so many interesting books."

"I just didn't see any I thought I'd like."

"What kind do you like?"

"Well, I like them comic books and them detective stories, you know, where there's a lot of fightin' goin' on, stuff like that."

"O, I'm sorry."

"That's O. K. Don't feel bad about that."

"But I do care, Harry. Do you like to talk about what you read?"

"Sure do. Do you?"

"O yes. Some time we'll talk about the books we've read."

So that was it. Comics and pulps, and each have their places.

"Have you ever visited our city library, Harry?"

"I know where 'tis. I been by there but never been inside."

"Would you like to go sometime? We do often and you may go with us next time if you care to."

"Sure would. I bet they got a lot of books in there."

Here was a school gypper. He didn't like school. Why didn't he like school? He read only comics and pulps. Why? I mulled over a few of the reasons the boys had discussed recently in social studies from the chapter on delinquency, to find one that might apply to Harry's problem. All the usual reasons were in the list, but the ones that caught my interest were those that had to do with reading. Some of the boys felt they had not been given enough time to read for fun, to read for unassigned information, or to browse around among books.

An idea clicked. Harry liked to read. If he could broaden his mental horizon by pushing his interests into new reading directions, if he could feel his stories, if he could be the boy racing the pony across the prairie, hat caught by

flying arrows, if he could feel lonely listening to the cry of the coyote like the cry of a child lost on the prairie while darkness oozed around him, if he could be the boy lying on his back counting stars coming one by one like lettered neons, if he could be the boy at the ball game or circus screaming like a gusty wind, or fly the rescue plane to safety, here was the escape mechanism to pull himself out of his mental confusion.

I went into action. The list of books with social living, science and literature, is legion. We choose those books within the boy's limitations. Tossing out choice bits from an interesting story of pioneer wagons snailing along over the plains, boys on their ponies alert for signs of Indians, caught Harry's interest. He asked for more. At first I selected books for him but soon he was making his own choice. He traveled mountain and valley from the frozen north to the deep south. Dog stories with strength and speed racing through the pages, forest friends and foes, heroes, exploration, and invention, these became his mental diet. They were sassafras tonic to his sluggish thinking. By the middle of the second semester his reading list included Mark Twain, Alcott, Dickens and the books a boy of his age would be choosing to read. From one of his week end visits home he told me of this conversation with his mother.

"I've saved a few of your favorites, Harry."

"Thank you mom, but I don't read that kind of stuff any more."

"You must have changed if you won't read these favorites."

"I've found something better, Mom. Lots more interesting, besides these stories I'm reading now make me feel cleaner inside."

Then in explanation he added, "You know, Miss Welsh, before I got to reading these books from the library I sure would have read the magazines Mom saved for me. But just seems they aren't interesting any more."

"Are the library trips worth what you are learning about books and authors?"

"Sure are. I never knew how to pick out books before. Fun isn't it to read how different authors write about the same thing?"

Harry was elected president of the Boys' Reading Club. During one of the open sessions, time was given for questions and discussions. I believe these are a fair cross section of the reading awakening of the class.

Harry, President: "What have you fellows gotten from your reading periods this year?"

Harold: "I've learned to spell better and that gives me a better understanding of what I read."

Harry: "Explain what you mean by that, Harold."

"The words I can't pronounce I look up and I have to know how it is spelled before I can do that. When I see that word next time I will know it."

Bob: "You get used to seeing good English in print. I think it helps me to remember the use of words."

Carl: "What you read brings you the outside things of life and helps you to broaden your mind. Sort of jerks you back to right thinking and strengthens your will power."

Harry: "How does it strengthen your will power, Carl?"

"Well, you learn to know character by reading about important men or the heroes and the way they came to decide what to do."

Bob: "Helps you to concentrate because you get so you can read ahead and know what's coming. I think it helps you to listen to other subjects, too."

Harry: "How's that Bob?"

"Well, for instance, if you read about some one in social studies and you run across the same name in a science study you'll wonder if he's the same guy, and if you're interested you'll look him up. After while you'll be sort of listening in on your other school subjects to hear if you've ever read about some character or maybe an event."

Harry: "But what if you're reading a just for fun story?"

"Might not apply there so well, but even at that you learn a lot about authors. Which are the best and the type of story they write."

Harry: "I think we need encouragement to read good books because don't seem like we have the want of it, if you

get what I mean. We been doin' things to get away from trouble and seems like we get in deeper all time. But good books gives us something else to think about. I don't know how you other buys think about it."

Bob: "I believe we agree on that, Harry."

Clifford: "I never used to be able to read ahead. I mean I read a word or three at a time but since I've been reading more my eye seems to read ahead and it's more interesting. Sort of builds up a running interest, if you get what I mean."

Harry: "I agree with you there, Clifford. I think that makes your reading more interesting because if you've got a good book you're gripped with the story, or information if that's the kind of book you're reading. Like some one telling a story, you're listening for what's coming. In reading, you're kind of eye listening for what's coming."

Listening in on these awakened interests was like finding treasures in the Ozark hills, rough and deep and hidden. My joy pressure hit a new high. Here were boys whose environment background was delinquent, many whose thinking interests had taken roots in social filth. All the inconveniences connected with planning for library trips slithered around the corner of importance. Books are definitely the bridges that span the gulf between success and failure. Delinquents need encouragement to read the best for they have "haven't the want of it." No one learns because he wants to, he has to feel the want of it. Good reading habits are the difference between

something not worth trying for and things worth while. Not a cure-all but one preventive for juvenile delinquency.

(End of article.)

In one of our conversations, Harry confided the reason for his delinquency.

"The reason I am a delinquent child is because of family separation. It started back in the generation when my father and his brothers were boys. My father had a good side to him and a bad side. His weakness was that he liked to wander all over the country. When he was twenty-three years old he married my mother who was sixteen. When I was five years old my parents separated. My mother remarried, so did my father. I lived part of the time with my mother, part of the time with my father and some of the time with the Children's Home. Seems like I never stayed at one place very long. Seems like there was always a quarrel flying over my head. I flew a few fistfulls myself sometimes. When I was fourteen years old my step-father wanted me to stay out of school and help him and I did. The result was that I was brought out here for my first time. This happened in 1945. Two times more I was brought here for gypping school. I will have to learn to think for myself and not be persuaded by others."

It was interesting to get Harry's reaction to his year's stay with us. He wrote the following paragraph as an English

assignment on paragraph writing.

"When I came to this school all the kids seemed strange to me. I thought the teacher sat up at the desk and gave orders like a boss. I also thought that I could make everything hard for my teacher and my friends. I felt lazy and that all the world was against me and that no one would give me help. I thought I would have to make it all by myself. It wasn't like that at all. Seems like the kids like me. They ask my opinion about the rules of the games and what books are good and things like that. They take my decisions too. I guess they know I try to be honest. The lessons I have learned are the greatest ones in my life. I have learned that reading good books cleans my mind and helps me think right. I have learned discipline. To me discipline takes off the corners of how to act right and do right at the right time. Another lesson I have learned is that you can't get along right without God."

The day before school closed I sent Harry on an errand that would bring him once more through the doorway that had earlier in the school year formed the frame for a forlorn, heart hungry boy who felt that all the world was against him. This time I did not close my eyes to shut out an unhappy picture. I did not want to miss one detail of this new living picture from the well-groomed curly black hair to the carefully cared for shoes. The smile that played over his face, the erect way his light footsteps carried him to my desk, started

the chimes of joy ringing in my heart. Without his cooperation throughout the school year any effort of mine to help him would have been wasted.

I wondered as I bade Harry goodbye at the last hour class on that last day, just what thoughts for his future lay hidden in his mind. Would he tomorrow, on the other side of this year's gain, be able to orient himself and in spite of the poor home environment build for himself a better future? Or would he, if faced with another crisis at a future crossroad become entangled and lose again? What would be the attitude of class-mates, associates, teachers and community toward a boy who had attended a class room for delinquents? For, in the final analysis, it all adds up to our responsibility. Our attitude toward delinquents may keep blisters on their souls or encourage them to find their place in the parade.

I met Harry on a bus later in the summer. He was neatly dressed, and his attitude suggested a happy satisfaction of some worth-while accomplishment. A smile played over his face as he told me in buoyant, cheerful voice, about his work. I caught his animation, felt proud of him and told him so. He, who had so little help from environment, was able, through his own efforts, to make good on his undertakings.

Several weeks later we met again. He was trying to start his car and with a wave of his hand and a twinkle in his eye he assured me that he knew his car would go if he could just have a little push. His "Thanks a lot, Miss Welsh, I'm

glad you came along. I just have to get to work on time. This'll do it," was music to my ears. Along with his job, he had accepted the fact that the responsibility of getting to work on time, was his. So long as he has this attitude toward his responsibility, Harry will keep his place in the parade.

When the dust of care and aggravation settles over me, I shall bring from memory's album the picture of Harry as I saw him last. I think the Gods must have favored him with a special gift for smiling. His words seemed to dance to the music of smiles as he greeted me with his latest plan for action. "I'm going into the navy for sure," he said, "and do you know what? I'm going to be a cook. I'll just be a helper at first, but I'll learn."

And I knew he would.

## CHAPTER VII

### REPRESENTATIVE PROBLEMS OF DELINQUENT BOYS

Every individual difference in delinquency, in disposition and characteristic behavior, are packed into the writer's class room, from every type and kind of home. Life isn't poetical to these boys, it's a mess.

Contacts with boys in the class room give silent introduction to the home conditions these boys have waded through from infancy to delinquency. The types of parents children live with, the existing home conditions, neighborhood environment, types of recreation, and their associates, all have a direct bearing on the problems of all boys who attend Boys' Farm School as the following case studies will prove.

Parents may be listed as hard and unsympathetic against those with a warmth of understanding sympathy. The liberal over-indulgent, the tight wad, careless irresponsible sort who shift parental responsibility, cautious parents, and those who can't be bothered. The over-religious parents, under-religious ones. Those who park the children on the neighbor's door step, the thoughtless ones, the sadistic bully parents. Those who punish to satisfy a feeling of power it brings, against the parents who respect children as individuals with rights. Parents who believe children should be seen not heard, repressive parents, fidgety, unstable ones. Business-like folks, sarcastic knives. Those with culture, refinement

and the poise of politeness, as opposed to cutting criticism of children's mistakes. Parents who desert a child when he becomes delinquent and those who forgive with warmth, sympathy and a firm helping hand to make good.

No juvenile court is a vaccination against school gyping or other delinquencies. Even with a corrective program the treatment for many delinquents comes too late. Statistics show that 71 per cent of children who are repeating delinquents continue on a life of crime.

Problems of the case studies that follow are: truancy, neighborhood nuisance, sex problems, car theft, stealing and cashing Post Office money orders, murder tendencies, not wanted by either set of parents, running away from home, pilfering cars, broken home difficulties, wrong company, broken parole, all of these problems put in a column and added, give as the result parental delinquency.

The six case studies were selected because they represented the problems of the boys who attend Boys' Farm School.

H. S. is the product of a broken home, delinquent mother, dirty home conditions. But out of this environment he has at the age of sixteen, come to be a responsible worker. He will not get further education, but will make a good, honest citizen.

R. M. will always be emotionally unstable, dramatic, and unless he changes his attitude, he will be a maladjusted

citizen. Perhaps not in trouble because of crimes, but will carry a chip on his shoulder.

B. K. will have a weakness of character which will cause him to be easily influenced, although otherwise he will likely be a fair citizen, unless, of course, he repeats his crimes when he is released from Boys' Industrial School at Topeka, Kansas.

H. K. is irresponsible and will, perhaps, always be so. He does not have the stick-to-it-iveness to get a job. However, in school he is persevering in his studies. If helped and kept in a good environment, he may become an average citizen. He has improved in attitude within the past year.

L. K., brother of H. K., has as his worst fault, truancy. It is not likely that he will remain in school to finish beyond the eighth grade. He is capable even now, to get and hold a job.

C. S.'s case is doubtful. With every advantage and a good environment, he has never been able to keep straight. His influence on boys easily influenced is not good. His rather pleasing personality makes him friends. But he will probably not make a reliable citizen.

H. S.

H. S. is a white boy, born January 14, 1930, verified. Age at time of enrollment, 15 years 8 months. Oklahoma City, Oklahoma, American parents, Protestant, living with mother and step-father.

Preliminary statement of problem. Broken home, poor economic home conditions, unsanitary surroundings, non-cooperation of parents--home responsibility given to H. S. which kept him out of school--brought about H. S.'s truancy. It was the writer's belief at her first meeting that H. S. should be helped to accept his problem as his own and to work out his own solution, since he will be sixteen so shortly. Referred by transfer to writer's class room from Central intermediate, Wichita, Kansas, public school.

Date of receiving, September 24, 1945.

Enrolled in 8B, credited from Central intermediate.

Sources of information. Juvenile court records, elementary school principal of Stanley, 1941, truancy officer of Wichita public school system, writer's conversation with H. S. H. S.'s stories written for English classes in which he told many happenings in his life.

Family history. Of the paternal grandparents little is known except a reference to the fact that they were willing to help the father of H. S. by keeping the boy until a disposition could be made. It would seem that they are not finan-

cially situated to keep H. S. permanently. H. S.'s grandmother is known to be a religious woman and does not approve of her son's broken home conditions.

The step-paternal grandparents are on old age assistance. Not of very high mental caliber. Their value of home conditions and morals is very low.

Father of H. S.: Age 39, born in 1906, Kansas. Married H. S.'s mother 1929 at age of 23 years. He is apparently in good physical condition. Has regular features, clear blue eyes, meets people easily and enjoys associations with others. Has a fiery temper, often inclined to act unwisely and without forethought. Has little education but writes fairly good rhymes. He was in the army and was sent to Hot Springs Hospital but released Christmas week 1944. Was remarried.

H. S.'s step-father: Age 37, born Kansas. Married H. S.'s mother in 1939. He was never able to support himself except as a trash hauler. Been on relief often and always lived at home with his parents. Gets angry easily.

H. S.'s mother: Age 32, born in Kansas. Married H. S.'s father at age 16 years, separated after 5 years, and divorced three years later. Married step-father of H. S. in 1939. Mother is medium height, dark hair and eyes, poor physical condition, epilepsy and nervous spells. Has had little education. Is set in her ways, but subject to influence by others. Has been tap dancer in traveling show. Cheap personality.

H. S.'s aunt who is a sister of his father has taken

much interest in him. She lives in Wichita, but no more could be found about her.

Siblings: H. S. born January 14, 1930, grade 8A; H. S.'s own brother born March 6, 1932, grade 6A; own sister born February 7, 1933, grade 7A; half-sister, March 29, 1938, third grade; half-brother, February, 1941; half-brother, April, 1943; half-sister, January, 1944; and half-sister, May, 1945.

Siblings all born in Wichita, Kansas, except H. S. and his own brother and sister, who were born in Oklahoma City, Oklahoma. Family moved to Wichita when our patient was about three years old.

Home. Report from juvenile court stated that the home conditions show domestic carelessness, the home is poorly furnished. Health conditions very poor. Family given welfare agency care in July 1933, and have received relief often since 1933.

The father's sister reported to the juvenile court on December 8, 1934, that the children were being neglected. The mother was brought to the juvenile court and admonished by the judge that she take better care of the children or forfeit them. She was given six months as a trial period.

The parents separated in 1935, the children, H. S., his brother and sister, went with their mother. She felt the children should be with her, although she has nervous spells and is subject to epilepsy. However, she denies that she is epileptic but admits the nervous spells. The mother once

before had separated from her husband, but returned at the request of his mother. This time she definitely decided not to live with him, but did not want a divorce because of the cost. Later when she could afford the expense she would bring suit. They were constantly fighting and there seemed no chance for them getting along together. She had no visible means of support and her plans for herself and children were indefinite, but she hoped to send them to school. Mother did not know from what source her support would come. She stated that the father did not want the children and she would never give them up.

The father felt that his wife should not have the care of the children and was willing to be reconciled with her, but the attempt was not successful. He would gladly have cared for the children and thought his parents would help him by caring for them.

Both parents say children want to be with them, but the children apparently were neutral in their regard to parents. The father agreed for the mother to have the children and he would give her money to support herself and children. Since both parents are set in opinions and not willing further to arbitrate matters, they remained separated.

The mother knew a Mr. and Mrs. N. and she took the children to live in a barn in the rear of their house. There was no running water, no electricity, a coal stove and one bed. The children were suffering from neglect and bad cases of impetigo. Our patient, H. S., needed hospital care.

Mr. and Mrs. N. did what they could to help. They gave the mother food and shelter. When she continued to have trouble with her husband they brought her into their home. Very soon the arrangement was made to have them live as a family.

The father located his family and found how they lived. He suspected his wife and N.'s son of intimacy in the presence of the children but could not prove anything. His wife did not deny her friendship with the N. family. The father has been contributing what he could for the children's support but he now objects because he contends that his money is misused. He reported his suspicions to the juvenile court.

The mother was brought again to the juvenile court. It was recommended that she be given three months to demonstrate to the court the kind of mother she could be. A restraining order kept the husband from annoying her. He to keep out of the picture so as to give her every opportunity to make good. If, as she had previously reported, he had given her brutal treatment, it might be that this had caused her nervous spells and poor health. The husband continued his support so she could remain at home and look after the children. She got a furnished apartment in another neighborhood.

The chronological record after moving into this apartment:

January 4, 1935, mother and children living in apartment

father not interfering.

January 28, 1935, mother moved again.

May 2, 1935, father reported his wife moved to the N. home. He suspected the children were being neglected.

May 31, 1935, an attempt by the juvenile court to locate the mother revealed she had taken the children and left town. Mrs. N. said she had gone to Denver but the father did not believe that, but had no idea where she was.

It was later revealed through the Children's Relief of Atchison County, Kansas, that the mother and Mr. N. had been with a carnival and that they had hired a colored family to care for the children. Sometime in 1936 the Atchison County returned the mother and children to Sedgwick County.

September 19, 1937, the situation of the family problem is just the same as before mother was brought to court and promised a three months trial, as far as children's insecurity, and unhealthy environment and neglect is concerned.

The conclusion is that Mr. N. and H. S.'s mother are living together. H. S. is enrolled in an elementary school as H. N. The juvenile court verifies the report. The father promises to pay toward the children's support if the court will place them in the Wichita Children's Home. But they were not placed until later.

The parents were divorced in 1938. The mother married Mr. N. in 1939. He supported his wife and her three children by hauling trash and when he couldn't do this they were on

relief. The mother often went with her husband, Mr. N., on his trash hauling rounds, leaving H. S. the home responsibilities. He was nine years old at this time.

A school report in 1941 states that the children went to school very dirty, often wearing the clothes picked out of the trash hauler's load. When Mr. N.'s second child was born in 1941, he decided he could do without H. S. and his brother and sister. He severely whipped them.

Home conditions became so dirty and unwholesome that the caseworker of the welfare office sent housekeeping aid two days a week to scrub up the children and the home. At this point in the problem the own father of H. S. took H. S., his brother and sister, home with him. He had remarried and his wife was willing for him to bring the children.

Several times H. S.'s mother went to the hospital for treatment. H. S. called on the probation officer of the juvenile court for permission to live with his own father while she was away, because his step-father whipped him so severely.

Dirt, headlice, dodging step-dad's blows, witnesses to intimacies between mother and step-dad before marriage, were forerunners for delinquency. H. S., his brother and his sister, each became delinquent. There was absolutely no security. As H. S. put the problem "seems like there was always a quarrel flying over my head."

H. S.'s sister begged of the probation officer for girls to be allowed to go to Friendly Gables, a detention home

for delinquent girls in Wichita. She said "home was so dirty she could not stand it."

Patient's personal history: H. S. was born January 14, 1930, in Oklahoma City, Oklahoma; normal birth, no injuries; breast fed; irregularity of feeding; walked and talked at average age; not a fretful baby, although home sanitation would be good reason for being so; H. S. left to shift for himself more or less as nearly as a baby of year and a half to two years could. His brother was born when H. S. was two years and two months old.

Between the ages of three and five H. S. was a subject of malnutrition, neglect and serious impetigo. Became hospital case at age of five because of impetigo.

Home atmosphere heavy with insecurity. With relief agencies most of the time after age of five. Absolutely no closely-knit ties of family relationship, no warmth of understanding.

No record was found of children's diseases that H. S. had, but he had been vaccinated and immunized and he had no visible physical handicap. Malnutrition was evident. H. S. had headaches; was restless, excitable, jittery, too quick to fight back if boys at school or home crossed him. The fact that H. S. talked in an excitable manner proved a certain energy nervousness.

His habits were irregular due to the fact of irregular home environment. Meals were irregular as were sleeping habits.

Personal cleanliness and general neatness were unknown to H. S. His clothes were hand me downs. His entire appearance paid the perfect tribute to "the dead end kid." The mother seemed to have lost any regard for her responsibility to effect a clean, neat family.

Correction of the children was usually made in anger or hectoring.

School. H. S. entered Boys' Farm School at age 15, September 24, 1945, credited to 8B. Before entering the writer's classes, H. S. attended two intermediate schools in the Wichita public school system and had been a pupil in three of the elementary schools of the same system, moving often, entering and re-entering as the family address changed. Entered kindergarten at age of six. Was retained in 3A, promoted the next semester, credited from 4B to 4A, promoted to 5B, credited to 5A but because of illness lost out on second semester. Repeated 5B and 5A, credited from 5A to 6B, credited to 6A. Math was always his poorest subject and he made more "U" and "NP" grades in this subject. The first time in 5B he made mostly grades of "U" probably due to ill health. Made grades of "N," "D," "C-" in intermediate subjects. Reason for being credited to 8B, missed school too often, made no effort to cooperate with the school. Home conditions very poor, inadequate room and lacking in cleanliness.

On a Haggerty Intelligence Test given H. S. in his 6A year, March 7, he made a score of 107, C.A. 14-2; M.A. 14-2;

I. Q. 100. No records of further such tests found.

Stanford Achievement Test given May 2, 6A year, gave this rating:

	<u>Score</u>	<u>Age Equivalent</u>	<u>Grade Equivalent</u>
Paragraph meaning	63	12-5	7.4
Word meaning	68	13-6	8.5
Average reading	66	13-1	8.1
Language usage	78	16-0	11.0
Arithmetic reasoning	46	9-9	4.8
Arithmetic computation	41	9-3	4.3
Average arithmetic	44	9-7	4.6
Literature	70	14-0	9.0
Social studies	59	11-7	6.6
Elementary science	65	12-10	7.8
Spelling	56	11-0	6.0
Total average	64	12-8	7.6

H. S. had no spending allowance and did not work except to help his step-father.

His reading out of school hours was mostly comics and pulps which his mother encouraged him to read. Until he came to Boys' Farm School he had never been to the city library. At the Children's Home he read better magazines, as Child Life, Boy's Life and others of this nature.

H. S.'s own father had a large notebook of poems he had written when in service. From these H. S. had an inspiration to write poems and he wrote some fairly good rhymes.

His playmates were his brother and sister at home and with groups at the Children's Home. He was a leader but held back because of lack of confidence and because he felt a social difference.

Previous 6A school records dated March, 1944, show that

H. S. was truant but that he liked school and worked diligently when attending. Was cooperative in school program, courteous and likeable. Has good habits of work, got on well with teachers and others about him. He has the qualities to make good and needs to be kept in school. He has been kept out of school too often to work at home, and it has been a handicap to him.

Chronological record of H. S. as on record in the juvenile court of Sedgwick County, State of Kansas:

"February 28, 1944, charged by attendance office for truancy, and working during school hours.

"March 3, 1944, juvenile court held mother and step-father attended hearing. H. S. put on probation, case made unofficial.

"October 16, 1944, attendance officer signed complaint for truancy for not staying home.

"October 21, 1944, juvenile court held. H. S. says his step-father is mean to him, why he doesn't stay at home. Court verifies report that the mother has epilepsy.

"October 21, 1944, H. S. put on probation, to stay home and go to school.

"February 7, 1945, charged with truancy.

"February 10, 1945, committed to Boys' Detention Home, paroled to mother. H. S. is an intelligent boy.

"April 12, 1945, H. S. taken to Boys' Detention Home for truancy.

"June 2, 1945, H. S. paroled from Boys' Detention Home to live with own father who was just discharged from army.

"September 21, 1945, again truant and hangs around bowling alleys. Taken to Boys' Detention Home as a repeater. To stay until 16 years old or until close of school.

"May 24, 1946, H. S. finished eighth grade at Boys' Detention Home, released."

As has been stated elsewhere in this thesis, H. S. was credited to 8B from Central Intermediate school of the Wichita public schools. Because of his inner urgency to learn and his cooperative attitude, the writer suggested he take ninth grade social studies. He did so well that later he asked if he might listen in on the ninth math. He improved opportunities and at the close of the school year he was promoted to do tenth grade work.

Chapter V of this thesis carries quotations from H. S.'s written stories telling why he became delinquent, how he felt when he first came to Boys' Farm School, and how he felt about the school later. The writer refers the reader to these paragraphs of Chapter V and will not rewrite the quotations here.

As H. S. approached his sixteenth birthday, January 14, 1946, he went to see the probation officer who had promised him his release when he became sixteen since he was only held for truancy. The question of what he should do was left for H. S. to decide, but it was suggested that he would stand a much better chance for better jobs if he finished the eighth grade, and chances were still better if he finished the ninth. Probation officer, superintendent of Detention Home, and the writer each made the same suggestion, then gave him time to think it over. H. S. decided to finish his present school year, 1946.

Writing of his 1946 summer plans, he stated that he planned to work with his own father who has a trucking line and planned for H. S. to operate one of his own. He did not plan to carry on further in school. Quotation from H. S., "I have waited for the chance to help my father. I have been in a place where I was no help at all. In the future the things I have learned may help me and my family out of a tough spot. I know that I will have to 'walk the chalk line' to get along O. K. I have lived out here so long that it makes me feel like leaving home."

H. S. appreciated the opportunities the Boys' Farm School gave him, the wholesome food and clean bed in the Boys' Detention Home. At present H. S. is doing well in his job and it is the writer's belief that, all things being equal, he will have no further trouble since his delinquency was a truancy problem not of his making. However, the writer feels that his mother has a strong influence over him perhaps because he feels he should, in a way, look after her. Example of this belief, H. S. was signed for the navy, but his mother begged him not to go and he gave it up.

There is no way of undoing the mistakes of the past. Greater harm might result in attempting to mend the broken home. There are other children to consider in each of the sets of homes. It is to be hoped that H.S. will make proper adjustment to his environment.

H. S.'s broken home made it necessary for him to shuttle

back and forth between the various places he called home. He lived in unsanitary conditions in one place, and was cleaned up in the other homes. He didn't understand the reasons for any of the changes. In one home morals were low, in the other home things moved more smoothly, in the Children's Home he was kept clean, then the cycle of homes was repeated. In spite of these changes, H. S.'s happy disposition made for him a place in the hearts of those about him. He responded to encouragement and advice and was eager for new approaches to learning, glad to feel his work was satisfactory.

When H. S. left Boys' Farm School he went back to an environment in which he grew up, but with the determination to make good on his own account. He has a job, accepts his responsibility to be on time, and is honest. And since he was a truant and not delinquent from any other cause, it is assumed that he has as good chance as any one to make an acceptable citizen.

R. M.

R. M. is a white boy, born January 26, 1932, in Springfield, Missouri, of Protestant American parents. At the time of his enrollment with Boys' Farm School, November 11, 1945, he had been living with his father and step-mother in Wichita, Sedgwick County, Kansas.

His problem, as it appeared to be to the writer, was a very serious case of emotional mal-adjustment. His whole attitude seemed a build up to give the impression of the importance of R. M. the adolescent, who at thirteen years, nine months, had reached the peak of inflation. But his smile gave him away and suggested a cover-up for loneliness. Asked the withdrawal cause (leaving school) he retreated behind a tough front which the writer interpreted as his attempt to toss off a feeling of being in the way or perhaps a craving to belong.

Whatever the cause for his delinquency, R. M. did not recognize that his own unbalanced attitude prevented him thinking his way through to a solution for his problem. The immediate thing to do was to establish a tie of confidence that would help him emerge from his cocoon-like thinking, and then to provide some outlet for his pent up emotions. This was an immediate need, but time must help in the solution.

Family history. No record could be obtained of the grandparents. At the time of R. M.'s enrollment they were not

living. R. M. was given the name of his maternal grandfather whom he thought he resembled in features. He often spoke of a ranch held in trust until he is twenty-one, which his grandfather left to him. But there is, seemingly, no official record that verifies this belief of R. M.'s. It is the consensus of opinion of authority and of the writer that the idea of a ranch becoming his, was born in one of R. M.'s day dreams.

The father, who was thirty-eight at the time our story opens, is a carpenter. He and R. M.'s mother were married September 29, 1929, in Springfield, Missouri, and were divorced in 1945 in Springfield. He is American born, his native state being Missouri. His education is mediocre and he is not a regular church attendant. His general health is good and he seems capable of making a living for his family. He seems unable to cope with his tempermental son and expressed himself as not understanding the situation. He punished by whipping, which would be the easier way out. However, when R. M. ran into delinquency troubles, he responded readily to his needs. It is his desire to have R. M. with him in his home, since the break with the boy's mother, but he has not always been able to do so. R. M.'s own attitude toward the experience of the broken home complicates matters.

R. M.'s own mother was thirty-two when he came to Boys' Farm School. A satisfactory record of her could not be obtained. From the several conversations and his related experiences of his little boy days before his parents were

divorced, the writer saw in perspective, his mother's manner of approach to his misbehaviors. His wrongdoings worried her, but it was easier to let him have his own way than to discipline him. Her naggings irritated him as his bursts for attention annoyed her. From babyhood he has had the feeling of being left out, that he some how does not have her full sympathy. He never could understand why, whether she let the worries building toward the divorce, or lacked the will and energy to effect a just punishment or listless ineptitude for the job of being mother, bring about this failure is not the writer's decision. She expressed her disapproval of his delinquencies when the juvenile officer asked what her attitude was concerning them.

Her second husband assumed no responsibility either in offering a home or helping in an adjustment, and the mother did not stand her ground in her son's behalf. On a visit to his mother's home in Missouri, when he was thirteen, his stepfather asked him to "get off the ranch" after a stay of two weeks. R. M. aptly sums up the situation with these words:

"Seeing that my mother took no interest in the option, I quietly packed my few belongings and departed for Wichita (Kansas), which I was loathe to do. You know--it makes a fellow feel awful funny inside when he thinks his own mother doesn't want him around."

R. M.'s sister, two years his senior, was born in Springfield, Missouri, March 3, 1930. She has always lived

with her mother and as far as the writer is able to find out causes no disciplinary problems.

The step-mother is thirty-two years of age. She has never affected any sort of companionship with R. M., is in fact very much out of tune with him. It may not entirely be her fault. It would be difficult to establish any sort of sympathy in R. M.'s behalf since he seriously objects to her coming into the family on the basis of taking his mother's place in his father's affections. A record in the office of the judge of the juvenile court summoning both father and step-mother to appear in court with R. M., naming the place, date and hour of appearing, at which time the petition and complaint would be made charging R. M. with being a delinquent child, shows that the juvenile court recognizes her co-responsibility for his delinquencies while he lives in her home.

A step-brother, born in 1942, and a half-sister, born November, 1946, are the other members in the family of the father's second marriage.

R. M. has lived in three states, Missouri, Colorado and Kansas. In his lifetime his parents changed addresses seven times.

His present Wichita home is a wood-frame residence of three rooms for which the father pays thirty dollars a month. There are five members of the household. The home is in good condition being well kept, and the sanitary conditions are very good. There are no other relatives living with the family.

Husband and wife get on well together, although R. M. is the thorn in the flesh and causes trouble when at home. He could never adjust himself when his parents got a divorce. He would not stay at home for any length of time and was not happy when there. He felt ill used and that there was a difference shown in attention given him and his step-brother. To quote from one of R. M.'s written stories: "I was never satisfied with what I had or where I was. And I could never stand for either my mother, whom I love, or my step-mother whom I do not love, making my father unhappy. And they have spent plenty of his money. They take all they can get."

It is the writer's belief that the foregoing quotation is the expression of a subconscious feeling that he is not necessary to the completeness of the family. Quoting from his written story, "Causes of Delinquency, There is the case of want of being noticed. If a child does not secure adequate attention one way, usually he or she will try to get it in another and more serious manner." These expressions seem to tie up with his feeling of hunger to be noticed.

He enjoys playing with children but he usually makes trouble because of his high temper and his talking too much, a result of his inability to fit into a group. He gets the reputation with children of being a "yellow jabbermouth" and on the surface, seems to suffer no feeling of unpopularity because of it. However, his play conduct might be better interpreted as an outlet for his love of the dramatic, which of course,

neither he nor his play fellows recognize. And too, his entire play concept suggests a cover up for the humiliation of feeling inferior.

R. M. has a good vocabulary and his ability to use one word to express ideas, where others might use several sentences makes him an interesting party in conversation, because one is kept wondering how he will state his next sentence. He converses well on almost any topic and is an avid reader.

The writer disagrees with one report that R. M. is an idle day dreamer, but does admit that he gives the impression of day dreaming. He likes poetry. From an attitude of day dreaming he brings a collection of thoughts which he sets down as poetry. As an example: a mulberry tree stands in one corner of our school ground. A small boy, one day, stood beneath the tree eating his fill of mulberries. Calling R. M. to the window the writer called his attention to the boy. "R. M., you see the little fellow under the tree. He isn't interested in anything around him, not to the passing cars, the bird songs, nothing except the pretty berries in the tree. They are not all ripe. But is his mind registering a picture? If, when he is an old man, he sees a tree of ripening mulberries, what thoughts will be his, do you suppose, remembering the time, when as a small boy, he ate mulberries under a tree in the corner of a school yard?" He turned a smiling face to the writer and asked, "What are you trying to say?" "Well, R. M., I'm just showing you a picture." Calling

the writer by name, "What do you want me to do about it?"  
"Nothing, R. M., I thought perhaps you would enjoy watching  
the little fellow." He took his seat. The writer went about  
her work. The corner of her eye reported R. M.'s looking  
through the window as if blending his thoughts with nature.  
His pencil eased across the page. When he had finished writing  
he laid the following lines on the writer's desk.

"The Old Mulberry Tree

"The old mulberry tree  
Was a pleasant old place  
With the berries so ripe  
Like a giant's necklace.

"Crimson and red  
Are the colors I see  
In my memories' sight  
Of the old mulberry tree.

"If God would but grant  
Me time to retrieve  
I'd head right back  
To the old mulberry tree."

The family was living in Springfield, Missouri, at the  
time of R. M.'s birth. His mother thought she would like a boy  
but if a baby girl, that would be all right too. His was a  
normal birth and he was not a bottle baby. His feeding habits  
were regular and he was not a fretful baby although he required  
more attention than had the sister. He walked at nine months  
and was talking by the time he was two. He was always active  
and up to mischief when awake. R. M.'s mother related his  
babyhood and little boy experiences to him and this information  
was given to the writer by him.

The following health record is a copy, in narrative, of the statement of examination by the physician as a preliminary for commitment to Boys' Industrial School at Topeka, Kansas.

"R. M. has no deformity or defect and is not defective in sight, hearing or speaking. He is subject to acne vulgaris of the face, an affection of the face manifest in adolescents. The patient is not subject to any form of convulsive attacks. R. M. has had smallpox, scarlet fever, measles, has not had diphtheria and vaccination was questioned. No suggestion of hereditary affliction, such as tuberculosis or syphilis was found. The examiner's impression was that R. M. had average intelligence. During the examination there was no manifestation of any emotional disturbances. The physician's impression of the ethological factors of our patient's misbehavior, his broken home. Signed Dr. X., Examining Physician."

R. M. related an experience he had when he was nine which may or may not have had any bearing on his extreme nervousness. While trying to move a pet whose leg was sore the dog bit him in his left cheek. He relates that his face became numb, and it was necessary to place him under the care of a specialist who gave him a number of shots to prevent further trouble.

The writer's observation led her to believe that R. M. was subject to a peculiar type of fear; fear lest he be the last one out of the room at dismissal. During the writer's period of observation he never once left the room that he did not look back with an expectant attitude as if he must hurry before some unforeseen something should catch up with him. When asked to explain, the patient replied that he couldn't say why but he always felt that he must hurry through a doorway. It is the writer's belief that this is a sub-conscious

act dating back to small child days, when he was punished, perhaps, as he went through a door.

His mannerisms are very dramatic. When a detective of the Wichita police department brought R. M. to Boys' Detention Home office he was told to be seated. The superintendent was busy with another entrant on a matter involving disposition of a delinquent. In a burst of excitement R. M. sprang to his feet, affected an "I've got it" attitude, snapped his fingers and began, "I'll tell you what you ought to do."

Our patient began school at the age of six in Springfield, Missouri, and completed the six grades. He entered Pipkin Junior High School, Springfield, and completed the first semester of the seventh grade there. Here he was given the Otis Quick Scoring Test, Form A, Beta, April, 1944, age 12, M.A. 9-10; the Stanford Achievement Test, Form E, April 1944, age 12, age level 10-6, grade level 5.5; I.Q. 80. A transcript of these results and of his school grades was sent to the receiving intermediate public school in Wichita. He left Springfield in April, 1945, to go to the West coast and did not receive any grades for the second semester. A letter of information was signed by the principal of Pipkin Junior High School in Springfield, Missouri, October 22, 1945.

R. M. tells the following, in writing, of this attempted trip to the West coast.

"When I was twelve years old, I again attempted to 'go West' and was picked up three days later by a highway patrol

car and my father was notified. The next day he came for me and had me released on a small bond of \$11, to be sure I would come back for trial. But at that time my mother and father grew tired of each other, and so it was that my father and I came to Wichita, and my mother and sister went to visit friends."

Following this paragraph of explanation, is a copy of the results of tests given R. M. by the visiting teacher for the receiving intermediate school in the Wichita public school system. Also, a copy of his school conduct record, signed by the principal of said school who made several attempts to get in touch with the father of R. M. as the letters will show.

"On 10-12-45 we administered a Stanford Binet Test to R. M. Mr. B. asked us to do this because the boy is so troublesome in all school situations. He is confused (or pretends to be) about his schedule, says he does not know what period it is, and continually turns up late for classes and school. He always has a reason but they do not hold water.

"R. M. is a very dramatic boy. Once during the test, he jumped out of his chair suddenly, took a legs-wide-apart stance, and commented dramatically on the football game that his Home Room team was playing on the grounds below. It was interesting to note in this connection that he had tried to play on the team but had been unsuccessful because he could not enter into teamwork.

"During the test he tried to act bored and to appear superior to the test, but, in spite of himself, he seemed really to enjoy the experience and did the best he could at the time. He loved any praise that he received, but tried to toss it off with a shrug of the shoulders. His proud smile gave him away.

"The nature of his replies on the test would indicate that he has a very good mind, but that he is often out of touch with his environment and does not know what is going on about him. Naturally he does not then fit in. Perhaps

he has so long used fantasy as an escape from reality that he now cannot control his mind's wandering. He often did not hear the directions on a given test, and therefore missed one that we felt sure he could have answered correctly. For example, he passed the visual absurdities test and later, when presented with the picture of the Messenger Boy he proceeded to try to find the absurdity of the picture. He was supposed to 'tell all about this picture.' He had missed the directions. Similar incidents happened throughout the test.

"Stanford Binet Test - Form L

C.A. 13-9 (8B) Basal Age - 11 yrs.  
M.A. 14-9 (9B) Ceiling Age - Superior Adult III  
I.Q. 109 Vocabulary Level - Average Adult  
File 71st"

"R. M. has a good vocabulary, as demonstrated by his passing the Vocabulary Test, and Difference in Abstract Words at the Average Adult level. All definitions were well expressed and explained in full when necessary.

"R. M. reads well but failed to pass the Minkus Completion Test, it appeared, because he was hurried and gave little thought to it. He finished, and would not do more work on it, after  $1\frac{1}{2}$  minutes. At 13 yrs. he very skillfully and quickly passed Dissected Sentences.

"His planfulness seems good as demonstrated by his solution of Ball in Field and his ability to reverse 6 digits (S A I level).

"His ability to visualize is not so good. He passed Paper Cutting at the 13 yr. level, but missed it at the S A II level.

"Although he passed only one test at each of the adult levels, his misses were only marginal on many of the items. His interpretation of proverbs was well done at both A A and S A II levels.

"Looking at the total test, it would appear that the boy has a much more brilliant mind than appears in the figures. He had the ability to do better than he did, but his emotional life and his habit of day dreaming worked against him even in a situation like this, in which he had the most possible help in controlling his thoughts.

"It appears that this is an inadequate test of his ability. (Signed) M. H., Visiting Teacher."

"10-31-45 - California Test of Personality -  
Intermediate Form A.

Total Adjustment - 20%ile  
Self Adjustment - 25  
Social Adjustment - 10

"The test ran very high in Sense of Personal Freedom  
and Social Skills, but very low in

Self Adjustment

Feeling of Belonging - 15%ile  
Withdrawing Tendencies - 15  
Nervous Symptoms - 5

Social Adjustment

Family Relations - 10%ile  
School Relations - 5  
Community Relations - 5

"The answers to some of the questions are most revealing. One is constantly amazed at how wrong the boy is in his appraisal of what others think of him. Or perhaps at his effort to cover what he knows is true. But in certain more masqued items he could not hide it. He is badly in need of some help in the field of emotional adjustment.

(Signed) M. H."

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"R. M.  
January 26, 1946  
8B

311 West 8th Street  
Central Intermediate

"Mr. C.R. (Father of R. M.) - Contractor-carpenter.

"See note on reverse side in regard to Miss M. H.'s  
two home visits.

"Visiting teacher visited home twice. Father asked  
in two different letters to come to the building to confer  
with principal but failed to come either time. (See  
reverse side.)

"Lives with father and step-mother (or did). He told  
about school last week that father had kicked him out of  
the home. He is not here today to check this story.

"Tardy habitually--truant--absolutely irresponsible  
while here--will not follow his schedule. W. R. B.,  
Principal."

(The following copied from reverse side of above.)

"Enrolled in Central by transfer from Horace Mann October 1st. Played truant October 2nd and 3rd--came back after Mr. McI.'s visit on the 4th. 10 hrs. Detention.

"Oct. 4, WRB, Difficulty with proctor in hall. Reported by Mr. P. and Mr. S. for doing nothing in class--left building and grounds October 5th over noon hour without permission.

"Oct. 5, MH, Home Call--Father brought boy to Wichita from Springfield, Mo. He had lived with mother there. Does not like school. Probably behaves in a defiant manner in school so he will be kicked out of school. Father says boy is too smart for his own good.

"Nov. 11, WRB, Left grounds to smoke--whistling in halls.

"Nov. 12, MH, Administered Stanford Binet Test, Form L.

"Nov. 17, MH, Home Call--He wrote sentences this morning and did not leave home until 9. Called Beacon. He sold papers on the street for a few days.

"Nov. 19, WRB, Cut Conference--tardy twice--spanked him. Tardy to classes during the day on average of once daily.

"Nov. 25, WRB, Absent from school--certain he is truant--boys saw him at penny-land this A.M.

"Tardy to School--five times.

"Tardy to Class on following dates: 10-20-45  
10-22-45  
10-23-45  
10-31-45  
11- 1-45  
11- 1-45"

- o -

"Mr. C.R. (Father of R. M.)  
311 West 8th Street  
Wichita, Kansas

October 24, 1945

Dear Mr. C. R.:

"I am sorry that our note to you last week reached you too late for you to come to the school house Friday.

"Under the circumstances, I am trying it again. It is still absolutely necessary that I see you. Unless we hear from you differently, we will expect you about 3:30 Friday afternoon.

Sincerely,

(Signed) W. R. B., Principal."

"Mr. C. R. (Father of R. M. )                      October 18, 1945  
311 West 8th Street  
Wichita, Kansas

Dear Mr. C. R.:

"R. M. tells me that Friday afternoon would be the most suitable time for you to come to the building to see us. Frankly, Mr. C. R., it is absolutely necessary that we have a conference with you here at the building in regard to R. M.

"I am suggesting the time 3:40 Friday afternoon so unless I hear from you in regard to another hour, we will expect you at 3:40.

Sincerely,

(Signed) W. R. B., Principal."

"Mr. C.R. (Father of R. M.)                      October 11, 1945  
311 West 8th Street  
Wichita, Kansas

Dear Mr. C. R.:

"R. M. says he has completed the 7th grade but he is somewhat confused as to which school he attended.

"We need some record of his 7th grade work. Will you please tell us to whom we should write for this information?

Sincerely,

(Signed) W. R. B., Principal."

Following is a chronological record from the files of the probate court of R. M.'s delinquencies after his residence was established in Wichita in 1945:

"June 14, 1945, police signed a complaint on R. M. for stealing clothing from a suitcase at the Recreation Bowling Alley.

"February 27, 1945, Juvenile court held. R. M. was committed to the Boys' Detention Home and then was paroled to his father.

"November 5, 1945, Attendance officer for Wichita public schools signed a complaint on R. M. for not going to school.

"November 10, 1945, Juvenile court was held. R. M. sent to Boys' Detention Home.

"January 19, 1946, Juvenile court was held. R. M. paroled from Boys' Detention Home to his father.

"January 28, 1946, R. M. broke his parole and was taken to Boys' Detention Home to remain until close of school.

"May 25, 1946, R. M. finished 8th grade and was paroled to his father.

"January 21, 1947, A member of the Wichita police department signed a complaint on R. M. for being an accessory to the theft of a 1937 Buick car by a juvenile, and also stole a Minnesota license plate from a parked car. He was taken to Boys' Detention Home.

"February 5, 1947, Juvenile court was held. R. M. was committed to the Boys' Industrial School, Topeka, Kansas, and then paroled to go to his mother at Springfield, Missouri.

(Signed) Probation Officer for  
Boys."

On the complaint summary of R. M.'s delinquencies, signed by a member of the Wichita police department, is added this statement: "This boy won't stay at home, does not work

and won't go to school. Due to his past record he should be committed to Boys' Industrial School, Topeka, Kansas." As has been stated he was committed and paroled to his mother.

A copy of the type of letter sent the Boys' Detention Home, Wichita, Kansas, when a boy has been sent to that institution by the probate judge:

"Address of Superintendent of Boys' Detention Home

Name of Boy

"Dear Mr. (Name of Superintendent)

"This is your authority to accept the above named boy in your institution until further orders are received from this court.

Sincerely yours,

(Signed) Name of Judge  
Probate Judge"

The writer made her first contact with R. M. November 11, 1945, when he enrolled in Boys' Farm School. He attended five days and was paroled.

Of his return to Boys' Farm School, January, 1946, he wrote in his story which he called "High Points of My Life," and from which the writer has several times quoted, "I was not sent out here this time for anything but that I just couldn't get along in school, so they sent me out here to learn how. I really do hope they have done the right thing."

His attitude may be best expressed in his own words quoted from another of his stories entitled, "My Thoughts When I Entered this Room," written a few weeks before the close of school, 1946: "When I came into this room for the first time

I thought sure I could put anything over on this old crab. The first ten minutes I thought she must have some pretty hard punishment waiting for anybody that tried anything, because everything was so quiet. I walked up to her desk and just looked around laughing to myself. When she looked up I thought for a minute or two that I must be seeing things for she had a smile on her face, and that was the first smile I had seen for over three weeks. And so from then on I tried to take up the habit of smiling myself, and I took a liking to her. Maybe I did not talk just right to her, but I really felt bashful or ashamed for the first time since I can remember."

The following rhyme was written in May, 1946, the day he wrote his story, "My Thoughts When I Entered this Room." The rhyme might indicate his loneliness.

"Human Nature

"There must be a storm  
For me to appreciate the sun  
There must be happiness  
To notice a lonely one.

"But the one who is happy  
And presents a smile  
Is the one who finds life  
Most worth-while.

Signed R. M."

Of his reactions to his first delinquency after moving to Wichita, the writer quotes further from his story, "My Thoughts When I Entered this Room": "The first time I ever was caught in the actual act of theft. I never wanted to get out of any place any more to this day than I did want to get out of

that bowling alley. My face felt hot, my legs felt weak, I couldn't talk without stuttering, and it seemed that I could not stand still, that every where I went I wanted to be just the opposite place.

"When I walked into the door of this (Boys' Detention Home) institution, I thought that if I just acted tough and looked hard I could get by easy enough. My first lesson was to speak with respect to my superior and to speak only when spoken to. I thought I didn't have a friend in the world, for if I had one, I thought, he could surely get me out of this 'dungeon.' When I looked at the cement walls and the long benches, I could have very easily cried out to God in front of everybody, but we were not supposed to talk.

"As I feel now, I do not like any of the personnel but Mrs. (wife of superintendent) and her nephew, but I never speak to any of them without respect in my tone because I know how much power they possess. I do not agree with some of the rules but maybe there is a very good reason behind it that I cannot see."

Of his return to the writer's class room, January 27, 1947, R. M. wrote in his last "My Story": "I have had time to think out here, but I don't know. Broken home, my step-mother, I get all riled up when I think of her. She shielded her son, my five year old step-brother when he hid my clothes, then later she told me in plain words to get out and I did.

"B. K. shows up right in the pit of my disgust with a

hot car and I ride with him. I knew it was a hot car. And you know the rest."

February 5, 1947, R. M. was to go to court. He knew he had been committed to Boys' Industrial School. The last few minutes he spent in the class room, he wrote his last touch of drama which he gave the writer as he left the room.

"My Poor Heart and I

"Who can I trust to believe me?  
Who can I take as a friend,  
Who do I have that will know me  
Even at my shameful bitter end?"

In the hall the writer made an effort at encouragement. Going down the steps backward he said, "Well, thanks for everything and goodbye. This is for a year and a half."

But the court paroled him that morning to his mother in Springfield, Missouri, and his father promised to see that he got there. If he returns to Wichita, Kansas, he will be taken to Boys' Industrial School.

Home conditions are not changed. R. M.'s attitude toward the broken home situation is the same. His problem is not solved.

A visit to the step-mother's home in Wichita, Kansas, March 22, 1947, the writer was met at the door by a young woman, twenty-nine years according to her statement, although the juvenile court record states she is thirty-two. Her home is an apartment in the basement of a home in which several families live. The apartment does not have a homey atmosphere, but is comfortably furnished and clean. Floors are

covered with linoleum which gives a room a cold setting. The baby, four months old, lay in a white baby bed. The little boy by a former marriage, tried to show the visitor all his toys, and the working arrangement of each.

In response to questions about R. M. she said as far as they knew he was still with his mother in Missouri, that she had never seen either the mother or her second husband.

R. M.'s father had written her asking her to do everything she could to make him satisfied to stay with her.

The step-mother showed the writer a course of study from a school in Missouri where students could go for study with the privilege of making their own expenses. R. M. wanted to go there but she did not know whether he would.

Referring to R. M. she said that when he was at home she was not well, it was before the baby came. He and the little step-brother made so much noise she got very nervous and when she spoke to R. M. about it, he showed resentment.

Pointing to a picture of a young girl on the dresser the writer asked if she were R. M.'s sister, the reply was given with a pleased smile. "Yes, she is seventeen and that is her baby who is younger than mine. My baby is her baby's aunt. Any one who can't get along with R. M.'s sister couldn't get on with anyone. She's been here to visit us several times."

The step-mother's approach to R. M.'s problem was not satisfying although she seemed to feel sorry about the situa-



B. K.

B. K. is a white boy, natural born child, February 19, 1932, verified date, Wellington, Kansas, Protestant, attends church occasionally, has been member of Boy Scouts.

Preliminary statement of problem. B. K.'s problem, as it appeared to the writer to be, on her first contact with him, November 14, 1945, was a matter of war between contradictory emotions. Lined up on the one side, were the resentments toward certain experiences or changes he had met, against the recognition of justice in his punishment for his delinquencies.

B. K. was an enrollment from Planeview, a city lying to the south of Wichita's border. He entered Boys' Farm School November 14, 1945, and was a 7B.

Sources of information. Juvenile court records of Sedgwick County, Kansas, truancy officer of Wichita public schools, Planeview public school superintendent, examining physician's report, writer's conversations with B. K., and his own written stories, observation of his attitudes, the way he spent his time, and his reactions to assignments.

Family history. There were no records found in the juvenile court files to give the writer a grandparental background. There was a reference of a plan to have B. K. live with his grandfather for a little period of time. On August 23, 1946, B. K. was paroled to his father to live at his paternal grandfather's home in Oklahoma.

Father of B. K. Born in 1893 in Nebraska, married B. K.'s mother in Wellington, Kansas, 1915. Apparently in good physical condition, employed airplane company, dresses well, drives good car, Buick. Has a pleasing personality.

The mother died in 1940, cause of her death heart disease. The juvenile court did not have a record of her birth date and B. K. did not know when questioned at the time of enrollment.

Step-mother of B. K. Born in 1904. Do not know where or when she married B. K.'s father.

Siblings. One sister, born 1929, married, divorced. B. K. was living with his sister in 1945.

Home. Wood frame, five rooms for which the father pays \$35 rent each month. There are four in the household. The condition of the home and sanitation are good.

The parents are Protestants but are not active church members, but attend occasionally.

Have changed home address once since B. K.'s birth and he has lived continually with his parents. Family lived in only one state. After mother's death when B. K. was nine years old, home address has been changed several times. And a step-mother has entered the picture.

Since the arrival of the step-mother, B. K. has seemingly not been happy, and apparently cannot get along with her. This state of affairs made trouble and the father and step-mother continually have trouble over B. K. Finally the father

separated from the step-mother and took B. K. to live with him.

The method of punishment of B. K. in his home was by whipping, scolding, talking and nagging.

Patient's personal history. B. K., white boy, born in Wellington, Kansas, lived in Sedgwick County, Kansas, three years.

He was given an average of \$1 a week for spending money and out of this paid his way into a show about once a week. He did nothing to earn money either in the home or outside.

He enjoyed playing with other children with whom he got along, so that he suffered no unpopularity. If he could not play he spent the time reading which he liked. His major interests other than play and reading are boxing and wrestling.

Seems to like his parents despite the fact he has caused a rift in their living.

The statement of the examining physician for B. K.'s commitment to the Boys' Industrial School follows:

" Eye sight - slightly myopic.  
Hearing - normal.  
Skin eruptions - mild trichophytosis.  
Convulsive attacks - none.  
Smallpox - no, scarlet fever - yes, diphtheria - no,  
measles - yes, vaccinated - yes.  
No hereditary affliction as T. B. or syphilis.  
Mother's death caused by heart disease.  
Examiner's impression of B. K.'s intelligence - average.  
No manifest conspicuous emotional disturbances.

(Signed) Examining Physician."

School record--truancy and running away.

The chronological record from the juvenile court is sub-

mitted here to give the background for B. K.'s school record at Boys' Farm School and to picture the probable cause of his attitudes.

"September 20, 1945, Wichita police department signed complaint for running away from home, truant from school and theft. B. K., in company with the brother of H. K. of this thesis, was picked up by police at Kansas City, Missouri. B. K.'s father was notified and went to Kansas City for the boys. Estimated time boys were gone, one week.

"October 3, 1945, B. K. placed in Boys' Detention Home for theft.

"October 17, 1945, letter received from office of U. S. Secret Service, Kansas City, Missouri, charging B. K. with stealing a check dated May 31, 1945, (description of the check was given) for \$47, payable to (name of step-mother). He forged the endorsement of his step-mother on the back of the check. Copy of excerpt of letter dated October 17, 1945. The step-mother signed a waiver of claim relinquishing all claim in connection with check B. K. stole of \$47. The matter was submitted to Assistant U. S. Attorney at Topeka, Kansas. The attorney advised that in view of the extreme immature age of the offender, he did not believe the matter one for prosecutive action in federal court, but could more properly be referred to juvenile court to take what measures they might want to take.

"October 27, 1945, B. K. was committed to the Boys' Detention Home and paroled to his father.

"November 14, 1945, Planeview public school attendance officer signed complaint on B. K. for being truant. Taken to Boys' Detention Home for breaking parole agreement.

"December 19, 1945, again paroled to father to go to school regularly. A copy of the agreement sent to the juvenile court from the superintendent of public schools of Planeview is submitted here. January 19, 1946, was the approximate date of beginning second semester."

Copy of agreement:

"1. Registered in 7A work.

"2. Not asked to make up any 7B work except that

necessary for doing 7A work, except in computation in math, which seems to be his poorest subject.

"3. If he succeeds with 7A this semester, he will become regular 8B next year.

"4. B. K. will attend regularly, will not miss a single period of assigned work or make up work, and will do his best to do the class work assigned."

"March 30, 1946, Wichita police department charged B. K. with shoplifting from the counters of the Self-Service Drug Company, Wichita, Kansas, and admitted burglarizing the Canyons Club on March 27, 1946.

"April 5, 1946, Juvenile court held. B. K. committed to the Boys' Industrial School, Topeka, Kansas, and returned to Boys' Detention Home, for later disposition. His attitude will have much to do with taking him to Topeka. Remained until close of school year 1946.

"August 23, 1946, B. K. paroled to live with his father at the home of B. K.'s grandfather in Oklahoma. (Must leave the state, but doubtful if he did.)

"January 21, 1947, Complaint filed truant from school, stole Buick car belonging to his father, also broke parole of August 23, 1946. Wichita police charged B. K. as a runaway from home and stealing Buick car (1937) from his father and drove it to Newton, Kansas, where he was apprehended. He was with another juvenile boy by the name of (name given) of 14 years of age. (The juvenile referred to is our case R. M. of this thesis.)

"B. K. was placed in Boys' Detention Home, Wichita, until later date.

"February 10, 1947, taken to Topeka, Kansas, placed in Boys' Industrial School."

With this background of delinquency, which began sometime in the spring of 1945 and lasted a period of one year, nine months, ending for the present in the Boys' Industrial School, Topeka, Kansas, B. K. seemed to be rapidly approaching disaster.

B. K. was very unsettled the first few days in the

writer's classroom. This, of course, was the natural result of his experiences. He wanted to draw guns and cars, while others were reading, drawing attention by a wave of a hand or pushing back from his desk, a smile on his face when he had finished. He pretended not to understand how to do math problems and loitered on the assignments. When the idea filtered through that he was expected to get down to business, he proved he could work the problems. He did satisfactory work in all school subjects. Overweight and indolent. Gives the impression of wanting to stand in well with the teachers and his supervisors-- make them think he was a "right guy." He has a way of smiling and saying flattering remarks which seem to be natural with him. Or it might be a smoothly polite way of throwing one off guard, "winning one over." At times his smile could be interpreted as a sneer for mankind in general, those nearest him in point of relationship in particular. Sort of a sticky smile, making fun of naive folk who believed in the "straight and narrow." To use an expression of B. K.'s, "If you get caught, what of it? You've had your fun?" It was often the writer's belief that B. K. played on his smiles to get sympathetic attention. If that failed he put on a sagging or limp muscle expression, as if he were going to cry. It was a dry act. He gave the impression of wanting approval for himself without recognition of his mistakes. In other words overlook his

mistakes although he admitted making them. That he had a feeling of inferiority was evident. He showed embarrassment, and acted as if he were out of place in the teacher's presence, at times. Sometimes he gave the impression that he had committed delinquencies as a sort of challenge to his feeling of inferiority. As he would explain, "something inside made me do it."

B. K. is a mixture of attitudes, the product of parents who began too late in his life to make him mind. Born in his mother's middle life and years younger than his sister, his position in the family was similar to that of an only child, and B. K. held first place in the attentions of the home. His mother's death when he was eight brought changes, one of which was a step-mother who saw B. K. as a child--not the center of attention, and B. K. could not understand the new situation.

In spite of B. K.'s experiences he has a sense of justice, a happy philosophy for living, and a kind way of getting on with people. But with this he lacks the determination and will power to keep out of trouble. He sums up what he believes to be reasons for delinquency thus: "I think delinquency is caused by unthoughtful parents, or laziness, or just absolute smartness. Some boys and girls think it's smart to smoke and cuss and to do every little mean thing they can think of. And some boys get out and want to have fun so they steal a car and pick up some girls and go for a joyride and then they are picked up by officers and put into an institution like

this (speaking of Boys' Detention Home) and they just can't figure out why they're out at a place like this. When they get out they decide the next time they'll be smart and not get caught so they do something bigger and they get sent to some reform school, or if they are over sixteen to some jail and they just keep on getting worse and worse until they wind up in a penitentiary, and they get mad and want revenge so they might even go so far as to commit murder."

The above quotation could well be a reflection on his own delinquencies, since it follows pretty well the pattern of his own delinquent experiences.

A further quotation: "When I first came it was in the middle of the morning and I came into the school room and I saw you and I thought I would like you but I was sad about having to leave my dad so I was pretty sore, I guess, and you asked me some questions, then put me to work and we got along together all right till I got out. Then I kept thinking about what the boys were doing out here and about you, so I was going to prove I could be good. Then I met the other boy and he put ideas in my head and showed me how to prowl cars and stuff like that then I got caught and came back out here, and I just couldn't wait to go to school that next Monday morning. (He came Saturday to the Boys' Detention Home.) Since I've been here I improved in school work and everything else concerning school. And I think the best lesson I learned was school and that honesty is the best policy."

With B. K.'s above recognition of right and wrong and his decision to prove he could make good, B. K. could not resist association with wrong companions, nor did he seem able to oppose suggestions that would lead to trouble.

Telling of his summer plans when he might be released, summer of 1946, "When I am released this time I plan to get a job on a farm or in a hotel as bell boy and go straight as well as I can so that when I get big I won't have this held against me, so that I can go out and be a trusted citizen. I feel sad about school being out because all I'll have to do is sit in the basement over there (Boys' Detention Home) for two or three months and think about what I have done. So if it was up to me, school would go on all summer too." He was released August 23, 1946. With his resolution to go straight after his release and to become a trusted citizen, with time to think about what he had done, B. K. became involved in car theft, his father's car, and was placed in Boys' Detention Home and taken to Boys' Industrial School, Topeka, Kansas, February 10, 1947.

A report from the Boys' Industrial School on March 17, 1947, states that B. K. is conducting himself in a most satisfactory manner, cooperating with the management to his credit. Again it is the belief of the writer that since he wants to be released from that institution and knows his cooperation and good conduct will shorten the stay, he is playing true to type--winning his way with supervisors by bland smiles and

complimentary remarks. As it seems to the writer, if B. K. had been given a bit of stiff punishment when he forged his step-mother's endorsement, it might have checked him. Instead, the step-mother signed waiver of claim, the assistant attorney advised leniency, the Planeview superintendent made his re-entrance requirements easy, and B. K. continued in his delinquencies. The boy who rode with B. K. in his father's stolen car, does not have nearly as much stacked against him on the records in the way of theft. But he is outspoken, impulsive, and talks out of turn. His stay in Boys' Detention Home was not so pleasant. It is the writer's sincere belief that B. K. has never, up to the present, lived other than a planless life, following the way of least resistance when confronted with life's problems, and that, unless he in some way makes up his mind to turn his back on his past and sticks to this decision, he will come to disaster.

Following the writer's visit to the Boys' Industrial School, Topeka, Kansas, she met B. K.'s father and step-mother in the father's home in Wichita. The purpose of the visit was to tell the father of the visit with B. K., to report that he was doing nicely in Boys' Industrial School, and was well liked by the personnel.

The father seemed to appreciate the writer's visit to the home and talked frankly about B. K.'s problem. He blamed himself for most of B. K.'s delinquency. He related that at a

time when he should have been giving the boy more of his time his working hours did not permit it, but he expressed the wish that he had either changed his work or asked for other hours. To quote the father, "A boy left too much alone to find his own entertainment will find something to do. If that something is not good, he gets into trouble."

He suggested that places of entertainment should be provided for juveniles, properly supervised, where they could have music and other clean entertainment. That the city board of public schools should plan for this. The writer explained she was to make a report to the superintendent of city public schools of her visit to Boys' Industrial School, Topeka. She asked if she might be permitted to give his suggestion to the superintendent. His reply was, "You surely may and you may use my name and explain to him how we came to discuss juvenile entertainment. Tell him about my boy, B. K., maybe he will get a better understanding."

The father feels he is entirely at fault. That B. K. has inherited his weakness of character, in that he is easily influenced.

B. K.'s estimate of his step-mother seems fair enough, and the visit revealed some of the reasons B. K. probably could not get on with her. Conversation revealed a tendency to talk out of turn, without her remarks showing any judgment in her decisions.

The father thought perhaps it is better for B. K. to

remain in the Boys' Industrial School, until he is sixteen, when we hope he will have decided to keep a straight line.

H. K.

H. K. is a white boy, born September 12, 1934, Wichita, Kansas, Caucasian, Protestant. Irregular in attendance, living with father, brothers and sisters in his father's home.

Preliminary statement of problem. H. K. seemed to have a strong feeling of inferiority, and revealed an uneasiness by biting his finger nails, or putting on a brave smile, characteristics of personality mal-adjustment. Answers to certain questions about his home and parents at the time of enrollment, led the writer to believe that H. K. has never been secure in his parent's affections, possibly the result of an under-privileged home, a harassed mother and the limited ideas of a father on "raising children."

Referred by Allison intermediate school of the Wichita, Kansas, public school system.

Date of receiving H. K. September 30, 1946. Enrolled in 7B at Allison, entered in 7B Boys' Farm School.

Sources of information. Juvenile court records, Wichita, Kansas, Guidance Center reports, the father of H. K., probation officer, the writer's observation in class room, voluntary stories written by H. K. of his delinquency problems and his reactions.

Family history. Grandparents: paternal grandfather died at age of 42 in 1907. He was a farmer living near Hillsboro, Kansas. His wife died at the age of 80 in 1939. They were the parents of eight children, three girls and five

boys. Six children are living. The writer must be

always The maternal grandparents lived at Milford, Kansas. Both are living. The grandfather is 65, the grandmother is 60. They were the parents of two girls, one boy. All are living but the mother of H. K.

only Father of H. K., born March 29, 1893, Hillsboro, Kansas. He is a Protestant but not active. Both his health and his ability and work habits are good. His reaction to wrong doing was concerned with punishment for the deed as a remedy in place of providing H. K. with the necessary amount of love and sympathetic companionship. He chose the punishment of whipping, which for him was the way of least resistance to a solution. However, he recognizes and is worried about the fact that he is unable to provide suitable supervision for his children, since the death of their mother, although he has made an attempt to keep the family together. But he seems to lack the psychological approach to meet H. K.'s needs.

which Mother of H. K. was born March 3, 1910, Arkansas City, Kansas, died July 30, 1944. She was a Protestant but inactive. She had poor health but a large family made temporal demands on her time and strength and in her desperation she could not give H. K. the security of affection that he so desperately needed. Her death left him quite emotional, although he tries to cover his feelings. In February, 1947, two and a half years after her death, H. K. came to the writer asking for scotch tape to mend a much worn newspaper clipping. He did

not explain what the item was about. The writer must be always on guard against unwholesome outside influences and asked to see the clipping. H. K. laid the item on her desk in a way that suggested protection of something he held sacred. Sincerely the writer apologized quietly, so as to be heard only by H. K., gave him tape and scissors, and waited while he repaired the worn clipping.

Siblings all born in Wichita, Kansas, and attended school in Wichita if of school age. Sister, born October 16, 1930, age 16, sophomore, East High; brother, born May 21, 1933, age 13-8, 8A, Allison Intermediate; our patient, born September 12, 1934, age 12-9, 7A, Boys' Farm School; sister, born May 24, 1939, age 8, 3A, Alcott Elementary; sister, born May 29, 1940, age 7, 2nd, Alcott Elementary; brother, born 1941, age 6, 1st, Alcott Elementary; and brother, born January 12, 1942, age 4, not in school.

The home. The family lived in a five room house for which the father paid thirty dollars a month rent. There were nine members in the family, all living at home. The father was able by his work to finance the family necessities so that the mother need not work away from home to add to the family earnings. Her health was poor but she was able, with the help of the older children, to do her own housework. She cared for their material needs, but there was little time out of her busy hours to listen to their little childhood grievances and disappointments. But she did her best to give them the

principles of right living. The father was never accessible to the children because of hard work. He left the responsibility of the family to the mother, but when he was called on to help solve discipline problems his ideas seemed to be to get the job done and let the case rest until the next outburst. There seemed to be no heart-to-heart atmosphere between parents and children, not because of lack of affection but the lack of knowing how to be parents. There seemed to be no disagreement between the parents.

Investigation revealed since the mother's death in 1944, the father had attempted to keep the children together in the home. He stated he had hired numerous housekeepers but something always happened and he could not get them to stay. His oldest daughter made an effort to keep house in order but the children would not mind her well. As a result the neighbors thought something should be done.

An aunt, sister of the father, was appealed to in their behalf, but was unable to help. In the final analysis, it seemed best to place the younger children with the Kansas Children's Home and Service League. Later placed in the Wichita Children's Home and the father pays the rate of 85¢ a day for their care. H. K. and his older brother had become at this time, wards of the juvenile court, and living at the Boys' Detention Home.

Patient's personal history. H. K. was born September 12, 1934, Wichita Hospital, Wichita, Kansas. He was a nine

months baby of normal birth, weight eight pounds, and his gain in weight was normal. The mother's health at time of his birth was good. H. K.'s feeding and sleeping hours were regular and he was not a fretful baby.

The first few years of his life were quite free of stress since there were only the three children and the mother gave them more of her time.

H. K.'s health record from the department of health, Wichita public schools, states that he was immunized for diphtheria, vaccinated for smallpox, had the mumps and his general health record was good. A nervous symptom seemed responsible for his having to wear glasses at the age of nine.

An elementary school record states that he entered kindergarten at the age of five and was promoted each year thereafter. Does not like any particular subject and was not a behavior problem except for a few times when he skipped school to go fishing. He just likes to sit and do nothing.

But H. K., writing his story, "Some of my Autobiography," dated December 18, 1946, two and a half months after enrollment in Boys' Farm School, September 30, 1946, tells in his own way of his early attitude toward school.

"When the day came I was supposed to go to school I said I didn't want to go. They (supposedly his parents) said I had to and so I went. And some of the time I didn't go all the way to school, just went to somebody's house and played. When I was in the third grade, math was hard for me so I just

gypped one day. The next day when I went to school the teacher made me make up all the work I missed out on. That made me mad and I decided I didn't want to go to school. And the passing time came and I passed, and I was nine. And one day I and some other boys jumped on a car. They all jumped off but when I jumped I got run over and had to go to the hospital."

He adds this statement of his first time in trouble in June, 1944.

"And in the summer I got into trouble and went to Boys' Detention Home, and then I got out. If my mother hadn't died I would probably not gotten into trouble any more, but after she had died, something told me to be bad, and so I started getting in trouble."

Of his gypping school, his elementary school principal reports that his father talked to H. K. about the matter and whipped him with a leather belt but that the punishment did no good seemingly. He would laugh and show no resentment of any kind.

He was given the Durrell Sullivan Test, Form A, in his 3B year which rated him E.A. 8-1. The Haggerty, Form 2, in 4A, score 64, I.Q. 110. He was 9-7 years old and his M.A. was 10-6. The Stanford Achievement Test, Form D, given in 4A, 1944, score of 41, C.A. 9-8, E.A. 9-7.

Because of delinquency which will be explained further in this thesis, H. K. was placed in the Boys' Farm School with

the fifth and sixth grade teacher September, 1944. In the writer's estimation, Miss McH. is an excellent and sympathetic teacher. He was a 5B pupil and ten years old when he came and he finished the sixth grade with her the following year. Her estimate of his ability to comprehend what he reads shows he has improved his vocabulary. Through his reading habit he has collected quite a knowledge of history, geography and literature. Such books as "On to Oregon," "Meriwether Lewis, Boy Explorer," "Abe Lincoln Grows Up," "G. W. Carver," "Stephen Foster," "Washington Irving," "Friends and Foes in the Rockies," are examples.

Arithmetic was his weak subject, his greatest difficulty seemed to be his lack of confidence in himself to do the job.

The writer enrolled H. K. in her classes in September, 1946, for 7B. He has responded to her suggestions, assignments and study habits, satisfactorily and is making progress. He will complete 7A this year, May 1947.

He likes any subject which gives him the opportunity to read for information, as social studies, certain health subjects, and literature. He does not like science unless given some special thing to find information as Gorgas of Panama Canal fame and similar reports.

Reasons for referral to Boys' Detention Home as stated by father of H. K. are: will steal in particular, run away from home, will not tell the truth and has an "I don't care

attitude." The teachers of Boys' Farm School feel that the father has failed to get H. K.'s viewpoint of home situation and interprets his wrong doings as deliberate and meditated desires to misbehavior and gives punishment without understanding the reason for H. K.'s motives of wrong doing.

Chronological report of H. K. as on record of juvenile court offices, Sedgwick County, Kansas.

"Ward of Sedgwick County.

"Juvenile court summary: June 1, 1944, detective of Wichita police department signed complaint for stealing bicycle. Charged with running away from home, being truant. Sold bicycle for \$5, bicycle valued at \$25 and was recovered. On strength of complaint H. K. placed at Boys' Detention Home by police.

"June 10, 1944, Juvenile court held. Court decided boy return to Boys' Detention Home for more information on H. K.

"June 19, 1944, H. K. attended Y.C.A. Camp Hyde. While at camp he and two boys also from Boys' Detention Home stole \$4 from another boy at Camp Hyde. H. K. kept at Boys' Detention Home until July 24, 1944. Paroled to father. Mother died July 30, 1944.

"September, 1944, Father reported to juvenile court that H. K. had run away from home and would not go to school. H. K. returned to Boys' Detention Home.

"May 28, 1945, Paroled to father, close of school, finished 6A.

"June 27, 1945, Stole bicycle sold for \$8, gave another name. H. K. admits stealing bicycle. Taken to Boys' Detention Home.

"May 27, 1946, Juvenile court held. H. K. paroled to father.

"September 28, 1946, H. K. committed to Boys' Industrial School, Topeka, Kansas, and sent to Boys' Detention Home for further orders."

Report of the Wichita Guidance Center:

"Referred by probation officer, October 3, 1944.  
H. K. seen at Center October 7, 1944, November 9, 1944,  
November 29, 1944. Reasons for referral, father's report  
to juvenile court of H. K.'s delinquency."

The following is a copy of the findings of clinical  
tests.

"Conclusions: H. K. was observed to be a rather plump  
ten year old boy of about average size for his age.  
Shaggy blonde hair, fair complexion, blue eyes, round  
face and rather large prominent front teeth. Lips seem  
to be habitually parted although mouth does not hang open.  
In manner he was found to be passive and quiet and to  
indulge in little spontaneous conversation, but answered  
questions readily enough, although several had to be  
repeated. Accepted nearly any suggestion in passive,  
somewhat withdrawn sort of way.

"Has average level of general ability or intelligence,  
average situational ability, and average forms of dis-  
crimination and manual dexterity, as well as satisfactory  
orientation for general information. Reading and arith-  
metic achievement is at 4A grade level and generally  
satisfactory for his chronological and psychological  
level of development.

"Suffers from personality mal-adjustment characterized  
by emotional and social immaturity, strong feelings of  
inferiority and insecurity, a great deal of disguised  
hostility toward his parents, all of which appear to grow  
out of an under-privileged home. H. K. seems to be a boy  
who has never been secure in his parents' affections and  
who desperately needs and wants love but doesn't know how  
to get it. As a result he has intense feelings of hostil-  
ity which he hides from himself and others by either  
passive acceptance and acquiescence or 'I don't care  
attitudes.' He reveals his hostilities in such disguised  
forms as a lack of loyalty to any body, disobedience at a  
distance, stealing (from his economically poor father as  
much or more than from anyone else). Protects himself  
with apologies, lying, and running away when confronted  
with problems.

"Probably feels considerable guilt which adds to his  
loneliness, self-sympathy, confusion and bewilderment,  
which in turn increase his nervous symptoms, such as  
anxiety feelings, finger-nail biting, sneezing spells,

trouble going to sleep, loss of appetite. Death of mother seems to be an unassimilated experience, left him quite emotional after her death. It is almost a certainty that he has interpreted placement in Detention Home so soon after her death as further rejection on the part of father, so that he has been left to adjust himself to her death alone and without security of normal family ties.

"Outlook: It is very doubtful for a successful social and personal adjustment because he has stored up what may amount to an insatiable appetite for love and affection, and a roughly equivalent amount of hostility which will be very difficult to resolve. For instance, who loves him sufficiently to patiently, understandingly and sympathetically endure enough of his 'trying them out' to give him the reassurance that he needs to develop a more mature and stable personality?

"Recommendations:

"1. It is not recommended that he be returned to his father because of father's lack of psychological resources both intellectual and emotional to meet H. K.'s needs and since the mother's death father has not been able to provide necessary minimum of supervision for the two older children who now make their home with him. To return H. K. to his home would be to invite further and perhaps more serious trouble.

"2. Placement of H. K. with older brother and his older sister in a good home (foster) would seem to be the promising solution. He needs the ties of older brother and to a lesser extent of sister to provide security and stability."

At the juvenile court hearing September 28, 1946, the police woman for Wichita police department filed petition alleging children of H. K.'s home were being neglected by father. Investigation however revealed that the father was doing all he felt he could to keep his home together. At this time neighbors also reported H. K. had attempted to attack one of the neighbor girls in a promiscuous manner. Neighbors also reported he was licentious around his sister and thought the

situation should be given attention. This report appeared in one of Wichita's daily papers. Of this report H. K. told the writer, "I was only teasing, I didn't do anything to hurt them." His statement was verified by the examining physician who reported the girls were unharmed. In this case the writer feels that snooping neighbors did more harm than good by reporting "what they thought."

October 10, 1946, twelve days after H. K.'s enrollment in Boys' Farm School, the writer was interested in a story which he wrote for an English lesson. Perhaps working with and observing H. K. in his reactions to various school situations the writer read more into the story than was actually there. However, his account of his aunt's home seemed characteristic of an appreciation of beauty, of security and of some sort of religious atmosphere, which subconsciously he longed for but had missed. The story follows.

"When I was nine years old I went to visit my aunt at Valley Center. She had a pretty, big house. They lived about five blocks from town and the church was right back of their house. They had a two car garage. They had a lot of food stored up in the second floor. They had three boxes of gum and a lot of candy bars and pop. My two sisters came too. We went to church school and church every Sunday. They had kids that are now nine and twelve years old. We all went to the store every day and bought something. On Monday we all went to the picture that was out doors. Once we were there and the

machine wouldn't work so we didn't see it."

January 6, 1947, the after vacation English assignment was "My Christmas Vacation." H. K. wrote of going home after the program the last night before vacation; how the next day he slept late and played the rest of the day, of skating on a pond near his home, of boys falling through the ice and of his presents. "I got a big airplane game, an electric top that was made two or three years ago and it still runs good. New Year's Day we went to Hillsboro and had turkey and duck. I didn't do much afterwards, but go different places and to the show. And then Sunday night I rode the bus out here." Through the last sentence, there sounds a note of hopeless acceptance of an unhappy situation.

It would seem that the causes of H. K.'s problem had their beginning in his early childhood at some time when, perhaps, he felt he wanted to be near his mother for whatever comfort a very small boy craves, and the mother felt she was too busy to take the time to give him a pat and send him on his way with a smile. Surprised and hurt and sensing that he was pushed aside, he probably again tried to attract her sympathy and failed. There was born into his sub-consciousness a feeling of insecurity in his mother's affections, and this sense of insecurity gave him a feeling of loneliness without his understanding the cause. Out of this experience came a feeling of inferiority which gathered mental momentum coming to rest in disguised hostility toward his parents without his

recognizing why this was so.

He dons an "I don't care" attitude shedding this for passive acceptance and acquiescence as occasion demands. The outlet for his hostilities comes through any form of delinquency which satisfies the urge of the moment. When moments of guilt ooze into his thinking, he experiences added loneliness, perhaps self-sympathy, and bewilderment. So that his delinquencies and his regrets for having gotten into trouble follow each in cycles.

His father's confession of failure leaves the boy out on a limb beyond help from home where he should be able to find warmth and understanding in making some sort of adjustment. Where else, in an adult world, may he expect to meet the patience and sympathy that will give him the confidence he needs to carry him through to development of a more mature and stable personality?

H. K.'s first remembered experiences with an adult world left its scar. Over against an insatiable craving for love and affection, is the stored up equivalent amount of hostility. This is his problem, the solution is doubtful.

The probation officer stated that although H. K. is committed to Boys' Industrial School, Topeka, Kansas, he isn't going to take him there until it is settled in his own mind that H. K. has done all the things he is accused of doing, as the moral problem involving molesting girls, or whether it is a case of snooping and gossiping neighbors.

L. K.

Reasons for submitting Case L. K. is because he is the brother of H. K. and older, and to show the trend of delinquencies in one family with the same background. The older sister has been a delinquent, but never to the extent that she became a ward of the juvenile court.

Another reason for submitting Case L. K. is that he was involved with study B. K. and a linking up of several delinquencies are shown, since B. K. was involved with study R. M.

The family history will not be duplicated.

L. K. is a white boy, born May 24, 1933, Wichita Hospital, Wichita, Kansas, Protestant, but irregular attendant, living with father, brothers and sisters.

Preliminary statement of problem. Like his brother H. K., L. K. seemed to have a deep feeling of inferiority. He did not show this in the way H. K. did, but he did show nervousness by shifting in his chair when answering questions put to him. Also by talking from the drooped corner of his mouth and smiling at the same time in a sort of embarrassment. He tried to hide behind a thin wall of having done something smart which maybe he had better not let be known right off.

Referred by Allison Intermediate school, Wichita public school.

Date of receiving L. K. who enrolled in 7B, November 12, 1945. Note that this was two days before Case B. K. entered.

A date which followed their truancy and trip to Kansas City, Missouri.

Sources of information, juvenile court records, school reports, attendance officer for Wichita public schools, and superintendent of Boys' Detention Home, his own stories and conversations and by observations.

Patient's personal history. L. K., born in Wichita, white boy, lived in Wichita, Sedgwick County all his life. Normal birth, weight seven and one half pounds, gain in weight normal. Mother's health average before and after his birth. Baby habits such as sleeping, feeding were regular. First few years of his life were calm.

Health record shows immunization for diphtheria, vaccinated for smallpox, had the mumps, weight first six grades 45 pounds to 83 pounds. Does not wear glasses. General health good.

School record. Entered kindergarten at age five years, attended two semesters. Did not repeat any grades, and finished the sixth grade at age twelve. Received average grades.

A little experience he had at age six. His mother sent him to the store with money, which he carried in her new coin purse, for a loaf of bread and a bottle of milk. On the way home he lost the coin purse and broke the bottle of milk. When he arrived home he told mother about breaking the bottle which of course she would have to know, since he came without

the milk. He did not tell about the lost new coin' purse. He thought she might forget about it and nothing would be said. "I was wrong, she asked me for the change purse about two minutes after I got back from the store. She spanked me and put me to bed for losing it," he related. A diagnosis of this experience seems to reveal an unsympathetic treatment in view of the fact that the boy was only six years old and needed to learn values and responsibilities. He was more concerned with the loss of the purse than with the broken milk bottle and felt that while he might not be punished for that, he felt pretty sure of punishment for the loss of the purse. It appears to the writer that the mother spanked him more as a compensation for her own loss of the purse than to teach the child a lesson in carefulness. She was rather inviting an outlet for some inner upset emotion of her own, or so it appears to the writer. A few words expressing her disappointment at her loss but assuring L. K. that mishaps do happen and maybe it wouldn't happen again, would have given him the feeling that his mother still had confidence in him, even as an errand boy. But here he got his first feeling of lost confidence which may or may not have given him a feeling of "What's the use, she won't believe me anyway." However, L. K. loved his mother and did try to please her.

When L. K. was eleven years old his mother died. A few weeks after her death, "I got into my first real trouble by being with a bunch of boys and girls who were drunk," he

relates. At twelve years of age he ran off with our case B. K. to Kansas City, Missouri. He states of this adventure, that he had no cause to go, but he wanted to see what the states were like.

Because he thought, "I was smarter than dad, and started gypping school, and gypped about a week of school the first time, and got by with it. So I tried it again, and here I landed. My sister gypped school and I thought if she could I could too. We hung around a cafe where I got work. The cafe man told me I better start going to school or I'd be picked up. But that Friday I got a court summons to appear in court Saturday and from there I came here."

He says of his feelings about coming to Boys' Farm School that he didn't think very much all the time before court, because he thought the judge would give him another chance, but he didn't. In the court office he began to feel homesick because things looked to be heading him to Boys' Detention Home.

When he arrived he "felt very bad" and wanted to run away, but one of the boys told him they might as well stay, and his brother was at Boys' Detention Home so he cheered him up a bit, but he still felt homesick. After his father's visit to the boys he felt his father still wanted him at home and hoped he could be released.

He feels now that he is getting along well. In school his attitude is good and he cooperates well.

Records of tests from the elementary school where he spent his first six years of school show the following:

May, 1943, 4A grade, Modern Achievement I, A.I. 5, C.A. 10-0. March, 1944, 5A, Haggerty Intelligence II, C.A. 10-9, M.A. 10-5, I.Q. 97; May, 1944, 5A, Stanford Achievement D, C.A. 10-11, E.A. 10-5, A.I. 5.4; April, 1945, 6A, Stanford Achievement E, C.A. 11-11, E.A. 11-3, A.I. 6.2.

His future school plans are interesting, "To finish college and then to try my best to make good of some job and not be a failure because I have been out to the Boys' Farm." A copy of the sentence telling what he wants to do this summer, 1946, follows. "This summer I hope to get a landmore with a moder so I can make a little money to help pay my way thru school. And another thing I wonder is how they will treat me as if I have been a real criminal or killed some one? Will they not like me because I have been here. I will get along just fine if nothing like that happens."

L. K. is at present with Boys' Farm School.

L. K. lacks stamina. It is doubtful if ever he will make a proper adjustment, because he has no one of the right sort to guide him. He has half shifted for himself so long it is doubtful if he would respond to discipline outside of Boys' Detention Home.

While the cases of H. K. and of L. K. have the same home background, they have made different reactions, yet a similarity runs through both cases. While L. K. shows no sex

offenses or tendencies, he has been more daring in his truancy and running away episodes. Both boys seem to enjoy being together. The rule at the Boys' Detention Home is no talking or conversation. The writer gives the brothers a few moments together each day for visiting.

Preliminary statement of problem. C. B.'s problem appeared to be a case of shifted responsibility as the enrollment showed he had lived with several of his relatives, although his father is living. C. B. has developed a will to be "a law unto himself," and seemed to have gained his way by a pleasing personality exchanging this for a sort of dare devil brow when his will was crossed. An example, the first day present, February 14, 1947, he seemed to give himself the liberty to be the center of attraction by his smart remarks on what he believed about religion, financial affairs, etc., and by going about the room as he pleased. When the writer objected he gave her a deep-eyed frown, which she interpreted, "I'd like to get you for this."

Following is a summary of the juvenile court findings as recorded by the negro probation officer of the probate court, Sedgewick County, Wichita, Kansas.

Summary. On August 13, 1945, the maternal uncle, C. B.'s mother's brother-in-law, came to the office of the juvenile court seeking advice regarding the return of his nephew to his father who is a resident of Kansas City, Missouri. He stated that on July 29, 1945, C. B. was sent to his father but returned. He further stated that the father was able financially to care for this boy and thought he would no longer assume the responsibility.

C. S.

C. S., American negro boy, born December 11, 1931, Wichita, Sedgwick County, Kansas, of American negro parents. Membership in Baptist Church. Grandfather active minister in that church.

Preliminary statement of problem. C. S.'s problem appeared to be a case of shifted responsibility as the enrollment showed he had lived with several of his relatives, although his father is living. C. S. has developed a will to be "a law unto himself," and seemed to have gained his way by a pleasing personality exchanging this for a sort of dare devil frown when his will was crossed. An example, the first day present, February 14, 1947, he tried to give himself the liberty to be the center of attraction by his smart remarks on what he believed about religion, financial affairs, etc., and by going about the room as he pleased. When the writer objected he gave her a deep-eyed frown, which she interpreted, "I'd like to get you for this."

Following is a summary of the juvenile court findings as recorded by the negro probation officer of the probate court, Sedgwick County, Wichita, Kansas.

"Summary. On August 13, 1945, the maternal uncle, C. S.'s mother's brother-in-law, came to the office of the juvenile court seeking advice regarding the return of his nephew to his father who is a resident of Kansas City, Missouri. He stated that on July 20, 1945, C. S. was sent to his father but returned. He further stated that the father was able financially to care for this boy and thought he would no longer assume the responsibility.

Uncle and aunt are caring for C. S.'s sister, assuming complete responsibility for her. This date a petition was filed, declaring C. S. to be dependent.

"Correspondence was directed to the father and juvenile court in Kansas City, Missouri, requesting authorization to return the boy to his father. This request was never granted and on August 31, 1945, the uncle and aunt placed C. S. in the home of his foster paternal grandparents.

"Foster paternal grandparents were born in Mississippi, married March, 1908. The family moved to Wichita, April, 1919, establishing a printing shop known as the "Negro Star." Grandfather has always been an active citizen in this community. They assumed responsibility of the care for C. S.'s father in 1916, when he was five years old but did not legally adopt him, although he has always carried their name.

"Of the maternal grandparents there is no information regarding them. Both are deceased.

"Parents. The father, born February 2, 1911, Kowcuisko, Mississippi. When eight years old family moved to Kansas. Attended school in Mississippi for two years, the rest of his education was acquired in Wichita. Completed the junior year of high school, and had the opportunity to finish and could have gone to college, but preferred to get married. Married March 12, 1931. He was employed by his foster parents in the printing shop, given room and board for his family and a small salary. In the fall of 1934 he went to Oklahoma, worked in a printing shop as pressman and linotype operator. He then went to Omaha and now is in Kansas City, Missouri, steadily employed as a linotype operator. He has good health. Has never assumed full responsibility for C. S. He left Wichita when C. S. was two and a half years old, leaving him with his parents with whom C. S. stayed until 1940 then went to Kansas City, Missouri, to live with his father. It was during this time the boy was involved in trouble and was detained in two institutions, Boys' Farm, Kansas City, Missouri, and the State School in Booneville, Missouri. In 1943 the grandfather went to state authorities, asking that C. S. be released and paroled to him. The request was granted. C. S. came to Wichita, Kansas, and lived with his maternal aunt. This picture shows that responsibility has always been assumed by some one else other than the father, who made no effort in any way to support either the son or daughter.

"Mother of C. S. was born January 16, 1912, Luther,

Oklahoma. She had four brothers and two sisters all of whom are living. She died in childbirth, and the baby died two months later.

"Our patient, C. S., was born in Wichita, Kansas, December 11, 1931, normal birth. Mother in good health before and after his birth and C. S. was pronounced normal by the attending physician. Both breast and bottle fed, normal in walking and in talking. Had the following diseases: chicken pox, mumps, whooping cough and measles. Also flu and pneumonia. At an early age he showed signs of T. B. and medical treatment was administered at once. The last X-ray given by the grandparents revealed the condition had cleared up.

"C. S. is a small brown skin, friendly fellow, 4 feet, 10 inches, 96 pounds. Neat in appearance and presents a pleasing personality on first acquaintance. Is well liked by those around him. He appears energetic and it is said that he is quite helpful when asked to be responsible for a task.

"He entered school at the age of five, Wichita, Kansas, L'Ouverture kindergarten and completed his third grade there and then transferred to Kansas City, Missouri. During his stay in the institution in Booneville, Missouri, he attended school and when released he returned to Wichita. In the fall of 1945 he attended again at L'Ouverture. The first semester of 1945-46, he attended school at Boys' Farm School. During the second semester he attended Vocational School, Topeka, Kansas. The last school record was at Boys' Farm School, which shows that he completed 6A.

"Home. C. S. lives with foster grandparents in the home which they own. House is a two story, eight room frame house with the print shop in rear of residence. The home is well kept and the interior is neat and clean and is adequately and nicely furnished with all modern conveniences. C. S. had his own private room which he kept clean and neat.

"Before he went to live with his father, he had most things other boys had, bicycle, wagon, baseball equipment, etc. These things were not returned when he came home in 1943, and the grandparents did not feel to duplicate things they had previously purchased.

"The economic status is average.

"Religious history. Grandfather is an ordained minister and is an associate pastor of one of Wichita's local churches.

Juvenile court record:

"August 13, 1945, Petition filed in juvenile court alleging C. S. a dependent child.

"October 15, 1945, Complaint filed in juvenile court alleging C. S. delinquent in that he was incorrigible, disobedient, stayed out late at night, truancy, stealing, destruction of property.

"October 16, 1945, Placed in Boys' Detention Home.

"October 19, 1945, Referred to Wichita Guidance Center for physical examination. Was recommended that C. S. be sent to a good boarding school, specifying Piney Woods. The enrollment at this institution was filled to its capacity, they were unable to accommodate him. A choice was made of Kansas Vocational School, Topeka, Kansas.

"January 21, 1946, placed in Kansas Vocational School, Topeka, Kansas.

"February 22, 1946, Probate officer was requested by principal of school to return C. S. to Wichita. Boy had left campus without permission and had gotten involved with Topeka police. Charged with attempted purse snatching.

"February 26, 1946, C. S. returned to Wichita, placed in Boys' Detention Home. Application made, requesting the admission of C. S. to Boys' Town, Omaha, Nebraska.

"August 21, 1946, Released from Boys' Detention Home, Wichita, to grandparents. Placed on probation.

"September 9, 1946, application requesting admission for C. S. to Boys' Town, Omaha, Nebraska, was not approved.

"October 26, 1946, Grandparents reported to probation officer that C. S. was again becoming incorrigible; and since they were working they were unable to watch his every move. Probation officer worked out a daily schedule with C. S. Requested city teacher to assist in guidance and supervision. For a period of time C. S. conducted himself in a very fine manner. He made noticeable improvement in the public school and was given favorable recommendations. C. S. requested the probation officer to ask

the officials at the Kansas Vocational School if they would accept him once more at their institution. Probation officer contacted the principal and sent the recommendation. C. S. was accepted February 3, 1946.

"February 1, 1947, Grandmother contacted the probation officer and stated that C. S. had run away from home and that she felt he was involved in some trouble.

"February 3, 1947, Probation officer requested Wichita police to issue a pick up for C. S. Later on this date, juvenile court was contacted by police department stating that C. S. had been located in Boys' Town, Omaha, Nebraska.

"February 12, 1947, C. S. returned to Wichita, placed in Boys' Detention Home.

"February 13, 1947, C. S. and companion interviewed by government inspector regarding theft of an insurance salesman's package containing money orders and checks. The boys acknowledged their participation in the theft and signed statements of same.

"February 21, 1947, Juvenile court hearing. C. S. committed to Boys' Industrial School, Topeka, Kansas."

On March 15, 1947, C. S. was taken to Boys' Industrial School, Topeka, Kansas.

On January 15, 1947, C. S. was given the Terman-McNemar Test of Mental Ability, Form C. The teacher's estimate of C. S. before the test was given was that he was above average. On the test he made a score of 71 which gave him an I.Q. of 93. That would rate him average.

His public school health record: diphtheria immunization, smallpox vaccination. He does not wear glasses and has no physical defects.

The negro probation officer's summary record of C. S. is not clear as to what happened in his life between the year 1940, when between the ages of eight and nine he went to his

father, until 1945 when he was again sent to his father, other than that he spent some time between the year 1940-1943 in two Missouri institutions. But from authentic verbal reports the writer assumes that although the father has a good paying position, making it financially possible for him to care for C. S., he will not accept his responsibility.

It was the writer's privilege to visit C. S. at the Boys' Industrial School, Topeka, Kansas, March 21, 1947. Each boy who is placed in the school must spend a period of one week to ten days in the hospital for observation, and C. S. was released a few hours before the writer's arrival. When he was brought to the office to meet the writer, he was wearing a very pretty and becoming dark red sweater, and new shoes which the institution had given him. This was not C. S.'s first trip to the institution but he showed no embarrassment or uneasiness.

The day following the writer's visit to the Boys' Industrial School she called on C. S.'s foster grandmother who was at work in the print shop in the rear of the residence. The writer introduced herself, and explained that her call was to tell the grandmother of her visit with C. S. the day before and that he looked well and did not seem unhappy.

The grandmother explained that out of the seven foster children to whom they had given homes, C. S.'s father was the only one to shirk his responsibility for his child's upbringing. In her own words she tells the story. "When C. S.'s dad

was a little boy he minded us. Of course we punished him at times and when we whipped him it was with a switch. Now when he punishes C. S. he uses his foot. C. S. has a place on his lip which may cause him trouble sometime which was put there because his father kicked him in the face. And he has a sore place in his side where his father kicked him. I intended to have it X-rayed but he got into this last trouble before I could get it done. He has developed a cough which I don't like, but his mother died of T.B. and C. S. slept with her all along. His father slept in another room so he wouldn't get it. I often told his mother she should not let C. S. sleep with her.

"From the time my own mother was fifteen years old, the tiny babies of her mistress were laid in her arms and she cared for them and watched them grow up. She has often told me that the things the parents did, the children would do too after they grew up. Do you think that children inherit something like that? Both C. S.'s parents stole before he was born, and C. S. has always stolen. My husband is ill and must rest often through the day because of his worry over C. S.'s trouble. I don't know what will become of C. S.

"His mother has three brothers and two sisters living right here in Wichita, but they will not care for him. And they are blood relations. I am sixty-six years old and C. S. is fifteen. That is too many years difference in age. He should be in younger care. That is why we sent him to his

father in 1945. Of course his father is remarried.

"We put him in the Kansas Vocational School and asked his father to help pay his fees there but he couldn't so we paid that, and C. S. was not there but a little while until he left."

The writer suggested that C. S. writes nice rhymes and that when the grandmother wrote him she might encourage him to continue writing them. She replied, "Yes, he said he wrote some poems and I have his notebook he had at Boys' Farm School. Miss (name of negro probation officer) brought it to me the day she took C. S. to Topeka. You know, Mrs. (calling writer by name), C. S. knows better than to do the bad things he has done. He attended church with his grandfather just the night before he got into this last trouble."

At no time during the writer's visit was there so much as a hint that any outside environment had anything to do with C. S.'s delinquency. She stressed the father's shifting responsibility and his type of punishment for C. S.'s failure to make good as the causes, and expressed her disappointment that she had not been able to do more in the way of helping him to live right. So long have we listened to parents' placing the blame for Johnny's mis-doing on the neighbor's doorstep, the writer was unprepared for this sincere attitude and the simple, direct acceptance of the home's responsibility for C. S.'s delinquencies.

CHAPTER VIII

C. S.'s problem is similar to hundreds of other boys' problems. How he will solve his problem when he becomes sixteen years of age when he will be thought of as an adult, we have no way of knowing. It is to be hoped that the training at Boys' Industrial School will enable him to think straight and help him to develop a strength of character to say no to wrong influences.

The regular standardized courses of study, the Sargent class procedure, and the graded system for promotion are geared to the speed of learning and the emotional level of the normal child of average intelligence. The school records of boys who attend Boys' Industrial School show that they have arrived at a certain grade level. The records may or may not show what have been or are their educational achievements. The teachers of these delinquents have estimated the working level of their educational attainments.

This study is not an attempt to show the efficiency or the inefficiency on the part of Boys' Industrial School, but to show attempts at the progress and the preparation of boys who have

## CHAPTER VIII

### SUMMARY AND RECOMMENDATIONS

Boys' Farm School is a functional part of the Wichita, Kansas, public school system. The education of delinquent juveniles must be carried on with an understanding of their problems and of the nature of their personalities.

The school recognizes that a delinquent juvenile is emotionally unbalanced because of his lack of adaptability to the demands of the agencies of society. He is out on a limb in the sense that he has been outlawed by society. Boys' Farm School takes the delinquent boy as he is, with his unbalanced, mal-adjusted personality, and attempts, by meeting his needs, to rehabilitate his thinking and his attitude.

The regular standardized course of study, the formal class procedure, and the graded system for promotion are geared to the speed of learning and the emotional level of the normal child of average intelligence. The school records of boys who attend Boys' Farm School show that they have arrived at a certain grade level. The records may or may not show what have been or are their educational achievements. The teachers of these delinquents must determine the working level of their educational achievements.

This thesis is not an attempt to show the efficiency or the inefficiency on the part of Boys' Farm School, but to show attempts at the progress and the preparation of boys who make

up the loss in school subjects caused by their delinquency.

In order to fully realize these objectives there are certain needs in the way of equipment. The school should have a working program for music, physical education, and some gymnasium facilities. There should be an opaque projector for use in teaching certain school subjects, or a 16 mm. sound projector.

The constant change in enrollment makes definite lesson plans impractical, nevertheless, definite plans are a measurement for progress. It is the hope of those connected with Boys' Farm School that a corrective program may be worked out for delinquent boys; that a juvenile boy who is a first offender, or who has minor charges against him, be retained in Boys' Detention Home until such time as the superintendent of Boys' Farm School, his wife, and the teachers of the school feel that he has had time to think things over and proves himself trustworthy. It is their belief that under this plan there might be fewer repeaters.

