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A study of juvenile delinquency in Vigo County, Indiana, and a survey of the agencies concerned

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A STUDY OF JUVENILE DELINQUENCY IN VIGO
COUNTY, INDIANA, AND A SURVEY
OF THE AGENCIES CONCERNED

A Thesis
Presented to
the Faculty of the Department of Education
Indiana State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Mrs. Margaret (Burbeck) Biddle

May 1943

The thesis of Margaret Brubeck Biddle,
Contribution of the Graduate School, Indiana State
Teachers College, Number 502, under the title A
Study of Juvenile Delinquency in Vigo County, Indiana,
and a Survey of the Agencies Concerned

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

For the past year there has been great concern, on the part of community agencies all over the world, as to the effects of war upon character development of children. Reports from England and France indicate 50 per cent increase in juvenile delinquency. In our neighboring country of Canada, the rate of juvenile delinquency increased 45 per cent in 1941 over 1940. In Los Angeles County, after Pearl Harbor, there was an increase in the delinquency rate of 17 per cent.¹ In Marion County, in our own state, there has been an increase of 137 per cent.² Part of this is due to the delinquency age being changed in Indiana from sixteen to eighteen years.

A United Press report of February 19, 1943 from J. Edgar Hoover, Director of Federal Bureau of Investigation, disclosed an "alarming breakdown in the moral standards of juveniles, especially among minor girls."

Fingerprint records of persons under twenty-one years of age showed that arrests of minor girls increased 55.7

¹ Arthur Fink, "Youth Problems in War Production and Camp Areas," 1942 Year Book of National Probation Association, p. 64.

² From personal interview with Wilfred Bradshaw, former Judge of Juvenile Court, Marion County, Indiana.

per cent in 1942 over 1941. Prostitution and commercialized vice increased 64.8 per cent, while those arrested for other sex offenses increased 104.7 per cent. Increases of 39.9 per cent and 69.6 per cent respectively were registered for drunkenness and disorderly conduct among minor girls. The situation becomes all the more startling when it is realized that some juvenile authorities do not fingerprint delinquent minors.³

Various causes have been listed as responsible for this increase in delinquency, among them: working parents in war industries with little energy left for home supervision, mobility of population, due to employment in defense areas. Young boys and girls suddenly have opportunities to find highly paid employment, and it becomes easier for the youth to justify his leaving school to himself and to his parents, if there is an attractive defense job waiting him. It becomes easier for the civil authorities to wink at violation of the school attendance law if it appears that the violator is contributing to the general war effort. Another cause is the interruption of the school program due to curtailment of certain school courses.

Most social scientists will agree that no child is born delinquent, although some children may be disposed to delinquency because of some constitutional inadequa-

³ J. Edgar Hoover, "United Press Report from Federal Bureau of Investigation," Indianapolis News, February 19, 1943.

cies. Some of these may develop during the period of gestation, or from birth injuries affecting the nervous system, which often interfere with normal development and the social integration of the individual.

Aside from those few cases, most delinquent behavior which is found in adolescence and later, has its beginning in the very earliest years of a child's life because of faulty habit patterns which are formed during that period. Thus it is, that parents are largely responsible for the formation of negative habit patterns in their children.

At the age of six, practically every child enters school. His personality, the sum total of all his traits will develop, according to his relations to every member of each new group that he enters; what the group thinks of him and what he thinks of each group member means a complexity of inter-relationships which ends in feelings of either superiority or inferiority. When the sense of inferiority spreads, there is not only a decrease in status, but a desire is born to compensate in some way for this loss. This drive may end in juvenile delinquency, for crime is result of failure to adjust to the mores of society. The schools and society itself are largely to blame for the continuance of anti-social patterns, since not enough conscious effort is exercised toward redirecting negativ-

ism on an individual treatment basis. In other words, too rarely are schools equipped to carry on individualized treatment and few agencies are equipped by staff or training to carry on such a program.

Scientific treatment can be applied only when the people dominating a problem situation admit that a problem exists. Too often adults responsible for the care, nurture, and character development of individuals fail to recognize and to understand the rise of problem situations, because these situations are disagreeable to them. Most communities instead of trying to treat problem children and problem adults by the best scientific approach available, lend their efforts to removing the person from the community. This usually means sending him to an institution so that he can be forgotten, instead of trying to face the situation and to do something constructive about it; it is easier to escape responsibility. However it is statistically true that this escape is only temporary as 96 per cent of those incarcerated for crime and delinquency return to the community.⁴ Sometimes people concerned with maladjustment in individuals explain the

⁴ "Gearing the Prisons to the War Effort," U. S. Bureau of Prisons Handbook for 1942, U. S. Federal Bureau of Prisons Publications.

causes are due to feeble-mindedness, mental dullness, psychopathic personalities, psycho-neurosis, and the epilepsies. These explanations however are of questionable validity. Healy and Bronner show that 72 per cent of 4,000 delinquent children were normal in intelligence.⁵

A recent study of an institution in Terre Haute indicated that about 90 per cent of this criminal population were psychiatrically normal. The 10 per cent who were abnormal are of superior intelligence. The population of the institution matched, very favorably, the outside population as far as intelligence and educational achievement are concerned.⁶

In view of the foregoing, we think that the time is appropriate to make a study of our own community, to find the extent of delinquency in Terre Haute, since we are in a defense area and a great part of the population who have children are engaged in war work. We think that we should know what facilities there are for treatment

⁵ William Healy and Augusta Bronner, "Delinquents and Criminals," Judge Baker, Foundation Publication No. 3, (New York: Macmillan Company, 1926), p. 222.

⁶ From personal interview with Federal Prison Executive.

and prevention. We think that we should evaluate these facilities and make recommendations for their extension, if it is found that they are not adequate, or are not being utilized to the fullest extent.

I. THE PROBLEM OF DELINQUENCY

In the Federal Statute of 1938, Congress defined a juvenile delinquent as a person seventeen years of age or under who commits an offense against the laws of the United States, and not punishable by death or life imprisonment.⁷

A delinquent child may be considered one who is so seriously anti-social as to be a menace to the welfare of himself or to society. Some states indicate ages, other than seventeen years, at which the juvenile becomes adult. Recently the law in Indiana has been changed to raise the age of maturity from sixteen to eighteen years.

Juvenile delinquency, which is frequently the forerunner of adult crime, results from maladjusted personality. Behavior problems are rarely deliberate meanness, but are most often the result of emotional blocking. If this truth were more generally recognized, instead of further blocking the child when an emotional outburst occurs, a search would be made into the home and environ-

⁷ Joseph S. Roucek and Associates, Sociological Foundations of Education (New York: Thomas Y. Crowell Publishing Company, 1942), p. 461.

ment as well as into the inner complex feelings of the child. Often the welfare of the child is confused with the convenience of the adult.

It is partly on account of the widespread ideas about it, that our American children utilize delinquency as a means of self expression when they have dissatisfactions..... Our heterogenous population presents a great variety of moral conceptions which are mobile, owing to the intensity of our social processes of disorganization and re-organization. Laws that we pass have slight influence on public opinion or morals, personal behavior patterns are molded much more by attitudes of immediate associates. The display of great wealth and the ease with which it is often accumulated, offer seductive examples to the people. We recognize the fact that crime is lucrative.⁸

Widespread publication of crime news and the frequency and the success of criminal exploits, encourage the unhappy child to attempt similar exploits.

There can be no behavior problems unless some one reacts to the condition as such. Any form of conduct may become a problem if it is regarded and treated as being undesirable behavior. All behavior problems simply represent the disagreement between the individual and the society in which he lives, as to what is a desirable pattern.

"We may say that environment is the most significant

⁸ Heally and Bronner, New Light on Delinquency and Its Treatment (New Haven, Connecticut: Yale Press, published for The Institute of Human Relations, 1936), p. 218.

factor in delinquency causation."⁹ It is understood however that the term environment is used in a broad sense to include home, social position, and school, as well as the immediate community in which the juvenile lives. "Low intelligence cannot be considered the all determining factor in inducing delinquency, as it once was imagined to be."¹⁰

Before we can do anything really useful for a child, we must know many things about him: His physical condition, his mental capacity, his emotional nature, his home background, community influences, recreational opportunities, and the influence other agencies are exerting upon his development. Unless all of this information is brought together, the efforts of those trying to help children are very likely not only to conflict with, but actually to counteract each other.¹¹

Cultural conflicts existing in larger urban areas are frequently responsible for behavior patterns which are acceptable to that area but which are injurious in the larger social order. Stealing, lying, and abnormal sex practices may be acceptable in the society of which the delinquent is a member, but such conduct is contrary

⁹ Roucek and Associates, op. cit., p. 467.

¹⁰ Kimball Young, Personality and Social Adjustment (New York: F. S. Crofts and Company, 1941), p. 651.

¹¹ Marshall Field, Address to Colorado White House Conference on Children in a Democracy, National Citizens Committee of White House Child Conference, Denver, Colorado, March 19, 1942.

to the mores of society as a whole. The child who is born into the crowded, poverty areas of a city is in constant contact with numerous powerful anti-social pressures, against which he has little power to resist.

So far as meager statistics go, it would appear that from 50 to 85 per cent of all prisoners begin their anti-social behavior in childhood..... and the vast majority of those emotional difficulties that eventually provide the mental patients to fill 47 per cent of all the hospital beds in the United States, begin in childhood.¹²

It would seem that a well planned and directed program for delinquency prevention, would be effective in reducing the number of adult criminals and mental cases, as well as reducing the enormous cost spent each year for the care of the socially unadjusted.

The entire cost of delinquency and crime, in the United States is not known because it is only from the recorded cases that an estimate can be made. If the number of maladjusted who become vagrants, insane, failures and suicides, and the individual suffering and social waste, were all added to the cost of handling, treating and disposing of delinquents and criminals who are apprehended, the cost would be enormous. In Michigan "to

¹² Lowell Juilliard Carr, Delinquency Control (New York: Harper Brothers, 1941), p. 36.

apprehend, dispose of and treat approximately 5000 boys and girls brought to court in 1938 cost the taxpayers of the state a minimum of \$1,100,000 or about \$220 a case."¹³

"To conduct the social training of a criminal.....from the juvenile court through three years in prison apparently costs about the same as to educate a normal boy through high school and college."¹⁴ Kenyon Scudder's tabulation of what it cost the state of California up to 1939 to put one boy in prison for his first term was \$5470.¹⁵ Itemized, this sum included \$500 for police and juvenile court, twenty-four months in a reform school \$1800, eighteen months in a reformatory \$1170 and criminal court and prison sentence cost \$1900.00.

"The cost of criminal justice alone in the United States is an excess of \$300,000,000 annually but no attempt has been made to estimate the total cost of crime in the United States."¹⁶

¹³ Ibid., pp. 63-65.

¹⁴ Loc. cit.

¹⁵ Loc. cit.

¹⁶ Report of Cost of Crime (Washington, D. C.: Government Printing Office, June 24, 1931).

II. ROLE OF THE SCHOOL IN DELINQUENCY PREVENTION

The School is in a particularly strategic position to assume leadership in a delinquency prevention program as it is a tremendous influence upon the child in determining his ability to get along happily in the world. In adjusting to school the child is making three of the most fundamental adjustments to life. First is a social adjustment in his relationships with his school mates. Second, this is frequently the first opportunity for forming a conception of authority as an established factor in group living. Third is the adjustment to his own limitations, and a realization of his abilities.

At any given moment in any state, community or other area, from 2 to 20 per cent of the juvenile population in school can be spotted by their teachers as showing deviant behavior..... On the average the percentage of behavior deviants approximates 2.5 to 5.0 per cent.¹⁷

Not all of these children are just anti-social, some are neurotic or psychotic, but they may be considered potential delinquents because by law, a delinquent is a child who not only breaks any law but one who shows undesirable characteristics, even though his guilt may not have been recorded, or established by the court.¹⁸

¹⁷ Carr, op. cit., p. 58.

¹⁸ Ibid., p. 61.

Schools may revoke the standards of conduct which had been set up by the parent. The attitude of the teacher toward pupil problems may be diametrically opposite to those which are acceptable by the home, church, or society in which the child lives, hence the child is pulled in different directions in his attempt to fit into the school situation. If each pupil can feel that his teacher is interested in him personally, and that she deals fairly with him, she helps to develop a sense of self respect within the child which becomes a valued asset throughout his life. Her attitude toward lying, stealing, sex offenses, and truancy can intensify the problems, or they may be the means of helping him to overcome patterns which are not desirable.

The Wickman Study, made in Minneapolis and Cleveland schools, shows a very marked discrepancy between what the teacher considers behavior problems and what the mental hygienist considers the problem. The teachers listed most frequently cases which were disturbing to them personally, or to the class room. The mental hygienist considered the withdrawing, introverted child a more serious problem with which to deal. The teachers did not seem to realize that frequently the negativistic attitude of the shy, day-dreaming pupil is much more

serious and difficult to cure.¹⁹

Good discipline allows the child to experience the satisfaction of fitting himself into the group, and he need not be conscious of his adjustment to authority. He must be led to realize that a certain degree of conformity is necessary in order to accomplish a set purpose or program. Inconspicuous correction of the child and sincere sympathetic advice may encourage normal behavior and may also prevent the loss of self respect or self confidence. Humiliation may cause him to feel that he is losing prestige among his group, and at all ages, status with the group is of major importance. Very often the child who is publicly embarrassed will compensate for this humiliation by becoming a bully, thief, or truant, in order to reestablish himself in a position of importance.

The child who fails must be made to realize his capabilities and encouraged to fulfill them. Very frequently it is the children with low mentality, and those with very high, who have the most difficult problem in personality adjustment to make; the dull child must find occupation in which he can succeed and the gifted child

¹⁹ E. K. Wickman, Childrens' Behavior and Teachers' Attitudes, (New York: Commonwealth Fund, 1934), p. 247.

must be taught to employ his surplus time in a profitable manner. Repeated failure in school subjects thwarts the pupil's strong desire for approval and mastery, and may cause him to build defenses against the school and society which eventually lead to delinquency. The yearning to be called important is often responsible for the child becoming a thief, a truant, an aggressive or a gang leader. The gifted child has the mentality and energy which must be directed into socially accepted channels so that he does not feel the need for forming undesirable behavior patterns.

The teacher may often correct the habit of abnormal sex practices by providing opportunity for casual discussion and supplying healthy satisfactions for the pupils' needs and curiosities.

Truancy has always been one of the most troublesome problems to the school, and frequently arises from feelings of insecurity. Trained attendance officers and visiting teachers may be able to discover the causes for these feelings of insecurity, and may be instrumental in helping the child to develop a favorable attitude towards school.

A child may suffer from emotional instability due to unfortunate environment or to the pressure of social forces. This situation is often emphasized rather than

overcome in the school room by contact with teachers who are themselves unstable, suffering from neurosis, frustration, or suffering from the strain of a situation which is definitely incompatible..

The second group of children in the school who need help in making personality adjustments are those who are handicapped by physical sensory and nervous conditions. These children may be suffering from defective hearing, sight, speech, malnutrition, epilepsy, or illness. They may be undersize, oversize, fat or thin, misshapen or pimply, but any one of these defects may be an obstacle to satisfactions and may cause conflicts which lead to delinquency or to maladjusted personalities. The handicapped child often has difficulty in making friends and this encourages the formation of other anti-social patterns.

Little attention has been given to the feeble-minded child although numerous juvenile court judges are conscious of the need for more and better psychiatric work upon such cases. As a rule there are no institutions to which the feeble-minded may be sent. He cannot learn past a certain point, and corrective treatment has little effect. These children should not be a problem for the school teacher but should have access to a clinic which

shall determine the degree to which these children may be held responsible for their conduct.

A sincere effort should be put forth by the school faculty to determine, in so far as they are able, the extent to which a child may be held responsible for his acts. The study of behavior problem children is comparatively recent and there is less scientific diagnosis available for these cases than for any other type of handicapped child.

III. THE ROLE OF THE HOME

Unfortunately, in the present state of social organization, the best efforts of the school are frequently neutralized by the more violent intimate, emotion arousing conditions of bad home environment and deteriorating economic circumstances.²⁰

In a study made by Florence Gilpin, upon unselected cases of children under 19, who had run away from home, the causes were given, in the order of their frequency, as,

..... too lenient discipline, too strict discipline, death of both parents or of one parent, quarrelling between parents, emotional instability of parents, cruelty of parents and lack of parental affection.²¹

²⁰ Sheldon and Eleanore Glueck, Preventing Crime, A Symposium (New York: McGraw Hill Book Company, 1936), p. 10.

²¹ Stoddard and Wellman, Child Psychology (New York: The Macmillan Company, 1934), p. 329.

Herbert Williams, in a study of the causes of social maladjustment of children, determined that defective conditions within the home are the principal sources of delinquent behavior. His list of causes are lack of supervision and discipline, lawless companions, dullness, family friction and low family moral standards.²²

A child needs to feel secure in his family relationships and to be accepted as an adequate member of the group. Parents who show different degrees of affection for the various members of the group, or who are irrational and inconsistent in their treatment of the individuals, are responsible for dangerous thwarting of the child's satisfactions. Broken homes are one of the large contributory factors toward juvenile delinquency.

IV. THE ROLE OF ECONOMICS IN DELINQUENCY

As a result of the various processes of competition peculiar to our country, it has become the tendency for social advantages to follow the strong rather than the weak. This situation has led to a condition which produces areas of disadvantage, or delinquency areas. The failures, the unsuccessful, and the maladjusted of a community tend to concentrate in one area, usually one of low cost housing or upon an undeveloped outer fringe

²² Ibid., p. 346

of the city limits.

The chances of a boy or girl becoming a juvenile delinquent or a public charge are in direct ratio to the economic status of his family, those on the lowest levels furnishing the greatest number of delinquents.²³

It is not true that all poor people commit crimes, but given poverty plus ignorance and ample opportunity for wrong doing, and a tradition of anti-social conduct, plus residence in a crowded slum area and the chances for delinquency are enhanced.

Counties with industrial communities and counties situated near industrial communities show higher incident of delinquency than do less highly industrialized counties. Lowest of all are the purely agricultural areas.²⁴

Fluctuations in the business cycle produce economic insecurity. In times of depression, the rate of delinquency tends to decrease. This is due perhaps to some extent to increased "out of court facilities" and to closer government attention. During depression families have less money to spend on recreation, parents spend more time at home and the children have closer supervision, the child's companions have less money and the needs for competition and rivalry are reduced. During times of

²³ Ogburn and Nimkoff, Sociology (New York: Houghton Mifflin Company, 1940), p. 312.

²⁴ Carr, op. cit., p. 40.

increased business activity, the number of delinquencies tend to increase, easy money helps to increase the chaos.

V. CURRENT SITUATION

The present generation of youth has had little opportunity to develop a feeling of security.

..... a boy born in 1920 who as a child had lived through what to his parents and to the rest of us was a pretty feverish post war decade with first bust and then boom into what some reputable economists called a new economic era, then bust again and the depression of the thirties.²⁵

These youths are baffled, confused, frustrated but ambitious and are trying to find a place for themselves in a world which they cannot understand.

Large numbers of girls are going into camp and defense areas, seeking adventure and running away from the emotional starvation and frustration of their homes. Many communities report an increase in the number of runaways. According to Margaret Creech²⁶ of the National Travelers Aid Association, most of the runaways range from 16 to 21 years, and one Travelers Aid Society reported a four-fold increase of runaways in February, 1942, over February, 1941. The report from Marion County is that there is a

²⁵ Fink, op. cit., p. 60.

²⁶ Ibid., p. 64.

predominance of girls from 13 to 16 who are camp followers.²⁷

Many of the people who have been unemployed for years are moving from place to place in search of the highly paid war jobs. Housing situations have become notoriously bad, and the children of these transients have difficulty in adjusting to the changes. Those who find employment are frequently receiving such unaccustomed sums of money in payment for the work, that they are thrown completely out of balance. Mothers are finding employment in the defense plants and the children are left to roam the streets. Even in homes operating on a normal basis, the emotional shock of war has an exciting effect upon children. Older youths are taking their first jobs away from home; families are being uprooted and disorganized; there is tension and excitement in the air. War unleashes powerful social and psychological forces, and the juvenile needs protection and direction at this time especially.

A constructive delinquency prevention program necessitates serious and detailed planning by the whole community, and the whole-hearted co-operation of all agencies in the community.

²⁷ Indianapolis News, February 14, 1943.

CHAPTER II

SURVEY OF THE AGENCIES IN VIGO COUNTY CONCERNED WITH THE PROBLEM

As an approach to the study of the delinquency situation in Vigo County, Indiana, we first obtained from the Community Chest headquarters a list of agencies which participated in the Chest Program. Members of each agency were interviewed. In addition to this group, interviews were had with the police, mayor, park board members, school superintendent, attendance officers, and probation officers. These agencies are concerned with the apprehension and supervision of delinquent boys and girls and it was thought that they would have some constructive offerings to contribute to a delinquency prevention program.

A Council of Social Agencies has recently become active, with Mrs. Esther Dildine for the present president. This council has at present members from 31 organizations and hopes to increase its membership so that the group may discover all of the community needs. Each agency represented may work in co-operation with each other and avoid the danger of overlapping activities. The council has recently organized a committee for the study of character building. At present there are four members:

Mrs. Charlotte Burford, Dean of Girls, I. S. T. C., Carrie Gossum of the U. S. O., Ted Moore of the Boys' Club, and Clyde Andrews of the Y. M. C. A. Additions are to be made later to the committee and the group is to study and to make recommendations to the Agency as to current conditions in the community.

I. FAMILY WELFARE

One of our interviews was with Miss Lena Reading of the Family Welfare Society of 912 Chestnut Street. This agency's chief function is to carry on family case work on an individualized treatment basis, with those families which are referred to the agency. This agency has been one of the pioneer, private, social agencies of the community and for many years was concerned with relief as well as case work, but since the expansion of the public welfare program during the late depression, this agency no longer handles relief except on an emergency basis. However, in their physical plant are quartered juvenile delinquent sent there for supervision and treatment pending the courts' disposition of their cases. These youths who are being detained are supervised by two matrons who are paid by the Family Welfare with funds from the County Commissioner of Public Welfare.

The present staff of the Family Welfare Society consists of a director, two case workers, one intake registrar, and one general office worker and secretary. The present case load is just under seven hundred, though some of these cases are semi-active and not seen as frequently as some of the others. In the interview with Miss Reading, she said that in 1942 there were 231 delinquents under the age of 16, registered. Altogether there were 257 entries in 1942; twenty-six of these were repeaters. The figures in 1941 were slightly higher, showing a total of 249 delinquents, 278 entries and 29 repeaters. The decrease in 1942 is accounted for by a drop in the number of girls registered as delinquents. These figures are contrary to the trend as shown in the recent J. Edgar Hoover report.¹

II. THE COUNTY WELFARE

The County Department of Public Welfare, with offices at 509 Ohio Street, has as its director Mr. G. I. Kisner. There are forty-two paid workers, selected by the merit system of examination. Part of this personnel is directly engaged in assistance to dependent children in their own homes, part to care of handicapped children, and part to

¹ J. Edgar Hoover, op. cit.

children in danger of becoming delinquent. They are responsible for the placement of children in foster homes, in mental and medical institutions, and for the supervision of juveniles who have been paroled from institutions.

Children may be recommended by the county welfare agency to the Mental Hygiene Clinic, which is operated by the State Department of Public Welfare, and which meets at the Y. M. C. A. in Terre Haute every two weeks. The Welfare Department prepares the case histories to be used by the Clinic, investigating the background and environment of the child who needs attention. In the year 1942 the Clinic examined sixty-nine cases. When treatment is recommended that calls for the placement of the child in a foster home, the County Department of Welfare visits and checks upon the proposed home, and is responsible for the placement in such homes. Seventy-five cents a day is the usual sum paid to the foster parent for the care of a child.

In January of 1943 the Clinic examined six children who had been referred by the Public Welfare. In 1942 they placed children in twenty-nine foster homes, cared for sixty-one destitute children, and listed 529 children as wards of the department. In January, 1943, there were

five white and fourteen negro children referred to the County Welfare Department. One girl was referred by her mother, three boys by the probation officer, three were from broken homes, two through petitions for adoption, one through the Crittendon home, one by the Cook County Juvenile Court, and one by the school attendance officer. In February, 1943, the intake record shows seventeen cases, and three adoptions. In March, five cases came through the probation department because of unsuitable homes and five because of desertion by parents; wardship was created for four. The attention of the County Welfare Children's Department may be called to a child by any outside agency, public or private. The cases are often discovered by workers in the department.

III. CITY PROBATION DEPARTMENT

The Terre Haute Probation Department has its offices in the basement of the Court House. Mr. Farnahm Anderson is the director, and Mrs. Dyer and Mr. Conley are probation officers, all of whom are appointed by the Circuit Court Judge. These appointments are political and hence the appointees do not necessarily have a background of social work or probation training. Mrs. Dyer is in charge of the case work for girls and Mr. Conley does the same work for

the boys. Mr. Anderson works for the most part with adults who have contributed to the delinquency of a juvenile, and with the treatment of unofficial cases who come to the office to report. The probation office is privileged to handle the cases called unofficial without having the child appear in court, since very often satisfactory treatment may be accomplished without the case appearing before the judge.

Judge J. W. Gerdink is the Juvenile Court Judge in Terre Haute, and until his election there was also a juvenile referee, but in order to save the cost of that position the judge now serves alone. Mr. Anderson said that the judge had applied to reestablish the referee in December of 1942 but had been refused because the law states that a county must have a population of 100,000 and Vigo County fell short of the legal limit by 200 people.

Statistics relative to the amount of juvenile delinquency in Terre Haute have not been kept over the past number of years, but in the files of the probation department it was possible to discover to some extent the number of cases handled through that agency since 1938, and the causes and disposal of some of the cases. There are more unofficial than official cases because, Mr. Anderson stated,

their method was to keep a child out of court whenever it was at all possible to give curative treatment otherwise.

At the beginning of the year 1939 there were three boys and three girls on official probation and thirty-two boys and one girl unofficially so, making a total of thirty-nine cases on probation at the beginning of the year; seventy-four more were placed on probation during the year, six boys officially and forty-six boys and twenty-two girls unofficially, making a total of ninety-three cases for the year 1939. Sixty-six cases were dismissed because conditions had become satisfactory, removal from this jurisdiction, or for placement in an institution. In 1939 the most prevalent cases of delinquency which were listed were twenty-nine cases of "other stealing," meaning other than theft of cars or burglary. The year 1940 shows a total of ninety-one, and 1942 shows seventy-five cases.²

IV. FLORENCE CRITTENDON HOME

The Florence Crittendon Home is located at 1923 Poplar Street in Terre Haute. Its purpose is to care for unmarried mothers, to help them to make psychological and emotional adjustments, and to help the girls return to

² See appendix I for probation office reports.

society and care for themselves and their children. White girls may apply to the home directly or they may be sent by the juvenile court or welfare departments. A fee of \$100 is charged if the girl is able to pay; otherwise the county pays \$75 and the city \$25. A girl is accepted a second time if necessary and the child is cared for at the home for three months. If the baby is to be placed for adoption, the Welfare Agency investigates and recommends the foster home. Junior and Senior Boards of thirty women are trustees and direct the functioning of the agency.

In 1942 there were thirty-nine girls admitted to the home. From January 1, 1943, to April 1, 1943, there have been eleven cared for, three admitted from Vigo County, one from a doctor and four from the juvenile court. The remainder of those admitted during 1943 have come from other counties and states.

V. THE PUBLIC HEALTH NURSING AGENCY

Public Health Nursing, with Miss Alice Mergy as director, is located at 328 South Fifth Street in a home that was given to the agency by Mr. Ben Blumburg as a memorial to his mother.

The staff consists of eight paid workers, and nurses

from the city hospitals who take part of their training by working with the association cases. Dr. Bronson is staff physician. The agency provides post and prenatal care to prospective parents. There are two health conferences held each week. A venereal disease clinic is held twice each week by the agency at the court house. The nurses for this and the chest clinic, which is held once each month, are paid by the city, and treatment is given to adults as well as children. This organization also does follow-up work for Riley Hospital. For any medical or nursing care which is provided by the agency a fee is charged if the patient is at all able to pay.

Miss Mergy and Miss Dillen, who were interviewed, find much of their work among children in the delinquency areas. They feel that adult education and selected cases of sterilization would be steps toward protection of the children. Sex offenses in these particular areas are known to begin as early as five years of age. A great part of the work done with children by the agency is made necessary by abnormal sex practices not only among children but also among parents.

VI. POLICE DEPARTMENT

The present mayor, Mr. McMillan, is very much inter-

ested in a program for the prevention of delinquency in Terre Haute, and is making constructive plans toward that end. The Park Board and the School Board have been meeting together in order to establish a recreation commission which will be composed of a number of civic minded men. Mr. Jim Conover is directing the program and plans are being made for opening the city parks on May 1, 1943, with a definite recreational program. There will be extensive use made of volunteer aid in leading bands, sports, and games. The parks will be policed thoroughly and the hope is to make each of the fourteen city parks a real community center. The Torner House, which was given by Miss Rebecca Torner to the Park Board for use as a recreational center, is to be reopened May 1.

Mr. McMillan has been in contact with recreational and traffic research men from all parts of the country. A new traffic plan is now functioning in the city and is expected to be of great help in delinquency prevention. The police are distributed over the city in such a manner that two officers make a complete circuit of their territory in a given period of time and are to report every forty minutes from the opposite ends of their beats. The safety council is not only concerned with the question of traffic but also in crime and delinquency prevention.

Police Chief Braddon said that there had been no records kept nor statistics made available upon the extent of delinquency in Terre Haute in the past, but that he plans to keep complete records. He expects to publicize the story of the juvenile who is a repeater in delinquency. The fact that Terre Haute is now a defense area has made it subject to military advise and special attention is being given to the area of prostitution. Mr. McMillan expects that the houses in this area will be closed in another month or so as the prostitutes are being picked up and held for vagrancy or for questioning and if they become recidivists when released they are picked up again. He says that they are becoming discouraged and leaving the city. There are no figures available, however, to prove this statement.

VII. SCHOOL ATTENDANCE OFFICERS

Mrs. Edith Houp is the director of the attendance officers of the city schools; Mrs. Bess Callahan and Mrs. Mary Carnes are attendance officers. The number of attendance officers. The number of attendance officers is limited by law according to the number of children in the school district. The Terre Haute agency handles from 3,000 to 4,000 cases a year, but there is no comparative figure for former years from which a trend could be

determined.

The cases for treatment are referred to the officers by teachers, neighborhood police, welfare agencies, or the public health nurses. All work permits for children from sixteen to twenty-one must come through this office.

Although, as Mrs. Callahan said, they get their children in a hit or miss manner, they could with the assistance of the teachers, do an invaluable work in delinquency prevention by discovering the fundamental reason for a child's truancy and then help remove the cause.

VIII. BOYS' CLUB

Mr. Ted Moore, Director of the Sarah Gulick Boys' Club at 230 North Third Street, has the feeling that his club has been successful in combating delinquency among boys from substandard areas and that the building of three or four clubs in other delinquency areas of the city is imperative.

The Boys' Club is sponsored by the Community Chest with an allotment of \$6,360.000, and it carries on a program of character building for the boy from six to twenty-one years of age in one of the city's most blighted areas. There are two paid full-time workers and one paid

part-time worker. Some students from the Indiana State Teachers College are interested in the work being done by the Boys' Club. They are giving an hour or two each day in the library, or in reading and story telling; other students are invited to volunteer time to assist in the work shops or recreational programs.

Membership dues are twenty-five cents a year for boys under twelve and fifty cents for those over twelve. Lack of sufficient funds on the part of the boys is not a bar to membership, as means are provided by which they may earn their dues. The Club is affiliated with Boys' Clubs of America, and at present there are 385 active members in Terre Haute. The Club owns the building on North Third Street which is badly in need of repair and remodeling, although considerable work has been recently done the director hopes to make many more improvements. The building is open each evening, except Sunday, until ten o'clock, and the younger boys participate in such games as pool, snooker, checkers, darts, archery, marble games, cards, and work in the work shop and library. Older boys have access to the gymnasium and play basketball, football, boxing, and baseball. During the year all of the boys collect broken or discarded toys from the city and before Christmas they repair and paint these toys so that they are in good con-

dition to be given to underprivileged children for Christmas.

In addition to the town clubhouse, there is a summer camp for members of the Boys' Club, which at present accommodates fifty boys but which can be expanded to care for one hundred. The merit system is the basis for a boy's eligibility to the camp for a two week period of vigorous, supervised recreation and substantial and wholesome food. Any boy who really needs to go or who wants to spend time at the camp is provided with the means for going.

IX. BOY SCOUTS

The twenty-four Boy Scout troops in Terre Haute are sponsored by the Wabash Valley Scout Council, with Mr. Charles Griffin as director. There is an average of 25 boys in each troop and there are 9 cub scout troops for boys 9 to 12 years of age. The scouts have their own dues and function on a budget of \$7500 a year.

Dues are fifty cents a year and are payable when the boy has passed his tenderfoot requirements, but the boys are given ample opportunity to earn money for dues. At present there are no troops in substandard areas.

The one which was organized by the police at the city hall has disbanded because of lack of cooperation, and because many people objected to meetings being held for the boys in the city hall. A Masonic order sponsors a troop at the Rose Orphanage. This local situation substantiates the conclusion:

A boy's chances of joining the Boy Scouts decreases as his family status decreases.³

All troop leaders are volunteers, and the present war situation has caused a disheartening shortage of men who are willing to give their services. At present the troops are having training in first aid and they hold contests which are attracting wide interest among the members and parents. Mr. John Burke, the scout master for troop 36, was interviewed and he feels that there is a need for 4 more scout and 4 cub troops in the standard areas of the city.

This summer the members who wish to assist in the war effort may go as a body under the direction of leaders to the farms in Indiana to pick the various fruits and vegetables as they ripen. The boys will travel in trucks, have an army field kitchen and a cook; they will work and

³ Ogburn and Nimkoff, op. cit., p. 312.

camp together, and will be paid the regular picker's wage.

During the year the troops hike or go by truck to Camp Wildwood on Forest Park Ridge, or to the camp east of Brazil, Camp Krietenstein. Camp Krietenstein is open during the summer at a charge of \$6.50 a week for any member for two week periods.

X. GIRL SCOUTS

The Girl Scouts had a total of 919 girls as active members in Terre Haute in 1942, and 763 in 1941 as shown by the yearly report. Headquarters in the city is the Girl Scout Little House at 530 North Center. Mrs. Charlotte Burford is commissioner of the local organization which is a part of the national organization of Girl Scouts of America. They are members of the Terre Haute Community Chest and the Council of Social Agencies. The aim of Girl Scouts is the development of girls along physical, mental, emotional, moral and spiritual lines, personal enrichment and preparation for intelligent participation in a democratic social order.

The girls are divided into three groups according to age. Brownies are from 7 to 10 years old, Intermediates are from 10 to 15 and Seniors are from 15 to 18. Each troop has adult volunteer leaders, who are trained to

serve the best interests of the girls. Terre Haute has 40 troops registered--7 Brownie, 28 Intermediate, and 5 Senior troops. The dues are 50 cents a year and a fund is established by several sororities and clubs to pay the fees for any girl wishing to join who is unable to pay her own dues. There are three troops in substandard areas: Business and Professional Women's Club sponsors a troop at Crawford School; Kappa Delta Phi sorority sponsors a troop at Dresser; older ex-scouts of Indiana State sponsor a troop at the Rae School.

A council, formed of civic minded women of the community, serves on the various committees which are necessary to a smoothly running program. There are program, membership, finance, organization, camp, public relations, cookie sale, training, and war committees.

The Scouts maintain three camps for the use of the girls--one at Deming Park for day camping; Cedarcrest for troop camping, 7 miles west of Terre Haute; and an established Camp Nawaha at McCormicks Creek, Spencer, Indiana, for Brownies and Scouts. This camp has 28 staff members and the charge to the girls is \$8.50 a week. Numerous people have established camp funds for those girls who are unable to pay fees.

Girl Scout work could be of invaluable service, but

unfortunately the same condition exists in Girl as in Boy Scout training. Children from low income families do not participate as frequently as others.

XI. YOUNG MEN'S CHRISTIAN ASSOCIATION

The Y. M. C. A. building was erected in 1940 at the corner of Sixth and Walnut. The organization operates on a Community Chest budget of \$1,127.33 in addition to the club dues of \$5.00 a year for each member. M. H. Tofsted is director, and W. L. Carmichael, who is boys' work secretary, just began his duties in Terre Haute in January, 1943.

The active building membership in February of 1943 is 779 boys from 9 to 17 years of age. This is the highest membership in the club history.

The membership is divided into groups for participation in the club activities. The craft shop, gymnasium and swimming pool are open at certain times to each group. Any member may bring guests to the club for three times. Those boys who really can not afford to pay the five dollars dues are sponsored by and have dues paid by members of several of the civic clubs of the city.

The Hi-Y, which has a quarter of a million members in the United States, was organized in Kansas in 1860,

as a non-sectarian club operating with the full cooperation of the school authorities and the Y. M. C. A. Grade-Y is for boys in the fifth and sixth grades, Junior Hi-Y is in junior high school and the Hi-Y is for high school boys. Some religious emphasis is placed on the program; for instance, the boys have held Easter and Good Friday services at the Y building.⁴

The club report for January, February, and March⁵ shows a very decided drop in the number of members from 15 to 17 years of age who do participate in the physical activities at the club. In January, 1942, eight hundred and seventy boys of these ages were active; in January, 1943, there were 592 less; in February there were 275 fewer than the same month in 1942. March, 1943, shows a drop of 243. Mr. Carmichael said the difference is due to the number of boys who are now employed.

The aim of the club is to provide healthy recreational activities and interests for white boys, but they do not accept boys who show any delinquent tendencies. Mr. Tofsted feels that theirs is definitely a preventive program. He says, "If you let one delinquent boy into

⁴ See appendix III for Y. M. C. A. Easter vacation program.

⁵ See appendix III for Y. M. C. A. boy's department report.

the club, 29 delinquents will go out."

At the present time the Y, in cooperation with the Reverend Halfaker, pastor of the Congregational Church, is holding social gatherings for both sexes each Friday evening in the church. On Friday at the Y any boy or girl may participate in dancing classes which meet from 6:30 to 7:30 for junior high school age and from 7:30 to 8:30 for children of high school age. A plan is now under way to have a night club for all high school students who wish to come to the Y on Saturday nights. This is to be put into operation by the young people themselves and they will be directed by a committee of their own selection. Mr. Carrol expects to have a meeting of the group the first week in May to develop the program. In the meeting, a program is to be made of activities to be used during 3 days of Easter vacation, March 22-24, 1943.⁶

XII. YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Y. W. C. A., directed by Mrs. Glenn Crawford, aids the older girl who is employed. There are rooms in the building which are rented to the girls who do not earn more than 25 dollars a week. More consideration seems to be given to the girl who is older and who is employed,

⁶ See appendix III for Y. M. C. A. Easter vacation program.

than to the underprivileged group. The Blue Tri club for girls holds its meetings at the Y, but other membership is not active.

CHAPTER III

DESIRE OF JUVENILES AS EXPRESSED THROUGH QUESTIONNAIRE

In order to determine to some extent what the young people wished in the way of recreation, a questionnaire¹ was given to 393 students from 12 to 19 years of age. The Laboratory School of Indiana State Teachers College, Wiley High School, and Sarah Scott Junior High School in Terre Haute were chosen for the sampling, because they have the most representative enrollment of a cross section of the city. Wiley students are from all sections of the city; Sarah Scott has not only children from financial and socially secure homes, but also those from the south end, river, and delinquency areas around Vorhees park; the Laboratory School children are from the river district and the areas of prostitution on First, Second, and Third Streets, as well as from sections of the city which indicate a secure environment and home life.

The sex of the persons answering the questionnaire was not recorded, but the ages of the children answering

¹ See appendix IV for a copy of the questionnaire.

the questions were considered important in order to determine at what ages certain desires were prevalent.

I. DESIRE FOR RECREATION CENTER

It was clearly shown that these students desire a recreational center, for of the 393 children who were asked if they would like a place to go in the evenings for recreation 373 said that they wanted such a center, and only 20 did not find the need for one.² The highest per cent of those who did not wish the proposed center were in the 17 year age group.

II. PLACE OF CENTER

The greatest number of youth, 277, wished the place of recreation to be down town,³ 104 thought that it should be at school, 31 wished to meet in church, and 12 gave no answer.

III. ADMINISTRATION OF RECREATION FACILITIES

Responses indicate that of those persons questioned, the greater number thought that a committee should be in

² See appendix IV, table I for the replies to this question.

³ See appendix IV, table II for the replies to this question.

charge of the program.⁴ One hundred and ninety-four voted for a committee, 138 wanted students, 33 suggested parents, and 35 asked for teachers. In several instances they indicated that they wished a committee composed of both students and parents to be in charge.

IV. TIME OF MEETING

Hours from 8 to 12 o'clock were suggested.⁵ Ten o'clock was the preferred hour of closing and the largest number who wished the center to remain open until twelve o'clock, were in the 17 year age group. Several youths said they would prefer a different closing hour during the week end than that to be used during school nights.

V. PROPOSED ACTIVITIES

The question, "Would you have coke, ice cream, smoking," elicited the following results.⁶ Ninety eight of the 393 wished smoking to be permitted. The largest per cent of this group were from 15 to 18 years old. Twenty-seven

⁴ See appendix IV, table III for replies to this question.

⁵ See appendix IV, table IV for replies to this question.

⁶ See appendix IV, table V for replies to this question.

children did not feel that any refreshments were necessary, but 337 wanted cokes available.

A marked desire was expressed for instruction in dancing.⁷ Two hundred fifty three of the 393 questioned expressed such a wish. More than one fourth of them wanted sex instruction, and 137 wished for boxing and juijitsu.

VI. PRESENT USE OF LEISURE TIME

When asked if they felt that their leisure time was well spent, 215 said "Yes" and 93 said "No"; 69 answered "Sometimes," and 16 did not answer because they worked at night. Fifty of those who felt that their time was ill-spent said that it was because there was no place to go in the evening. The fifteen year old group were more conscious of wasting time.⁸

Two hundred fifty six of the respondents have dates and the most frequent form of amusement when on a date is going to the movies.⁹ The majority, 239, indicate that

⁷ See appendix IV, table VII for replies to this question.

⁸ See appendix IV, table VIII for replies to this question.

⁹ See appendix IV, table XV for replies to this question

they usually go to the movies and 135 go to dances, while 42 go to church.

The question was asked, "Do you neck and do you pet?" A distinction was made in the two terms, because in the language of the young, "necking" means kissing and hugging, and "petting" is more intimate illegal love making. One hundred and seventy-four said that they neck and 83 said that they pet.¹⁰ The 16 and 17 age group were more promiscuous. By this question we attempted to determine the extent of juvenile experimentation in sex matters, and at what ages it becomes most prevalent. Mr. Carmichael is using the results of this questionnaire to aid in planning programs for the Y. M. C. A. activities.

VII. PARENTAL SUPERVISION

The respondents indicate that almost one third of the mothers and that 38 of the parents were not at home in the evenings.¹¹ The greatest number of employed mothers was in the 14 and 16 year age groups, but of the 18, twelve year olds questioned, 4 of the mothers were employed.

¹⁰ See appendix IV, table VIII for replies to this question.

¹¹ See appendix IV, tables XI and XII for replies to this question.

Three hundred and fifty-five children said that their parents were usually at home in the evenings, and two hundred and twenty-seven of the children usually spend their evenings at home, and 71 are employed.¹² It is interesting to note that only 17 children said they spend evenings at the library while 164 said they spend their evenings at the movies.

¹² See appendix IV, table XIV for replies to this question.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

As far as statistics upon the amount of delinquency in Terre Haute are concerned, they are unquestionably limited and there are some conflicts, but there is no substantial evidence of an increasing delinquency rate in this area. Statistics from other cities show a large and sometimes startling increase in delinquency. However, present data do not permit a definite conclusion concerning the trend in Vigo County. Regardless of the trend there is much delinquency as indicated by the three or four thousand truancy cases annually and the following recommendations are made for its prevention.

It is recommended that a more complete record of delinquency in Terre Haute and Vigo County be maintained, in order to compile more complete statistical data on the situation here and also that police records be kept of the cases appearing before them.

We feel that the case load of both the Family Welfare Association and the attendance office of the schools is entirely too high for the number of workers to carry on an individualized program of delinquency prevention. In most urban communities a case load under 50 is recommended. These staffs are apparently much overworked at

present and an effort should be made by the community to augment these staffs with trained workers, as soon as possible.

The interest of various civic groups should be developed in a plan to make boys clubs and Scout troops available to the underprivileged boy. Troops and clubs should be organized for the negro boys of the city as they are not included in those now functioning. One negro community center was opened last summer, but it suffers from lack of cooperation from civic groups.

The questionnaire used in the schools shows that over 95 per cent of the children were interested in some form of organized recreational and vocational activity. It would seem that an experimental opening of one or two public schools for use as a community center in a sub-standard area would be well worth while. The slight cost of opening the buildings at night can hardly be considered important when a child's welfare is at stake. What better plan could be considered than use of a centrally located building which has already been built for the purpose of education? A trained recreational director could do much in building a wholesome community interest, and could also provide interest for the youth.

Another recommendation which we wish to make, is

that an effort be made to stop publication in the newspapers of the names of children who are in trouble. Often when a name is published, the child may have committed his first offense, but the stigma remains with him thereafter because his offense has been publicised.

We feel that the selection of people who handle children's problems should not be made through political appointment, but upon evidence of merit. A background of thorough social work training and a period of time spent working under direction should be a prerequisite of every case worker.

Parks are one of the important assets of a city, and they must be used as centers for spending a constructive leisure time. If a report were made to the park board of the exact cost of delinquency, resulting from mischief planned in an ill-lighted, poorly supervised park, there seems little doubt but that they would employ a trained recreational director, and that the parks would become community centers. Terre Haute has a number of parks in substandard areas which could, and should be made attractive centers of wholesome recreation, rather than areas in which children learn acts of degeneracy.

At the present time there is need for a child care

center. Habits are formed very early in life, and the child of the working parent, or even of the parent who has more children than she can care for properly, needs a healthy and well regulated pattern of living. A center in charge of trained women could save innumerable children from a life of crime.

Since the truancy problem is very great and since there is a need for intensive individualized treatment with these cases, it would appear that the establishment of a child guidance clinic in the community is very definitely indicated in connection with a preventive program. This clinic should be staffed with professional people and would include a psychiatrist and psychiatric social workers. The services of this clinic should be available to the pre-school child as well as to the school child. It could cooperate with the family agencies, as frequently many problems affecting the family are uncovered in course of the treatment of the child.

A further recommendation is that testing be part of the educational program. Those children found to be deficient in intelligence should be given an opportunity to have training in a program especially suited to their needs. This program should have as one feature, an opportunity room in each school if the population, as shown by the

tests, should warrant it; otherwise, these rooms should be placed at strategic centers in the city where these children can be given an intensified or a specialized course of study. By separating children in such a manner, the teacher in the regular classroom will have both the time and opportunity to give an individualized and enriched program to a more homogeneous group. If at a future date, the number of students indicates the need, an opportunity school should be established. This school should not be an old abandoned building, but should be a new structure with as pleasant a setting as possible and should be staffed by especially trained teachers. At all times, clinical services should be available.

It is further suggested that a staff of trained visiting teachers become a part of the city school system and that they work closely with the child clinic.

All teacher training should include mental hygiene. If all teachers understood the causes of delinquency, the accepted methods of treatment, and their own responsibility in the problem, they would be better able to study each child carefully with a view to giving him wise guidance along all lines of growth. At the same time, a teacher who by studying mental hygiene is aware of his own problems of personality adjustment can better guard against adverse

influence upon potential social misfits.

In order that we might uncover some of the problems which cause delinquency at an early age before faulty habit patterns have been too firmly established, we advocate that public kindergartens be reestablished in the Terre Haute schools, and that the services of a child guidance clinic be made available to this group.

Indiana is one of 27 states in which little or no attention is given to the problem of sex education. It is indicated in the questionnaire that a large number of youths wish sex instruction, and it is suggested that Indiana join the 19 states who have established sex education in their state course of study.

We feel that there should be closer working relationships between group and case working agencies in the community. In any preventive program it is recognized that group work has an important place, but unless this is integrated with individualized treatment, much of the good which group work can contribute to the character building of the child who has a predisposition to delinquency, fails to carry over into the child's life and to become a permanent part of his personality.

Although community agencies in Terre Haute are already doing much to prevent delinquency, it would seem

that their services should be augmented by the suggestions made in this paper. Even with these features added, the community will fall far short of the ideal; nevertheless, what has been recommended can be realized immediately and more nearly approach the ideal than does the present attempt in the community. No attempt is made to recommend any addition to the present program which is not immediately necessary and which could not be immediately put into effect.

With the rise in juvenile delinquency concomitant to the war effort, the need to study the relation between recreation and delinquency becomes urgent. Adequate provision for recreation under good leadership, attention to "unofficial" delinquents on an individualized treatment basis, and recreational services for girls, which are particularly meager, should be increased, possibly through neighborhood recreational centers and councils.

APPENDIX I

APPENDIX I

PROBATION MONTHLY REPORT

JANUARY, 1942, TO JANUARY, 1943

These figures were taken from the files at the probation office. Perhaps the discrepancies in figures may be due to children who have been long on probation being dropped from the report until such time as their cases may be disposed of, or the manner of disposal of a case may not have been recorded in some instances. The year summary was made only for the year 1939.

APPENDIX I, (CONTINUED)
 PROBATION OFFICE REPORT, 1940

Total received	64	36 boys	28 girls
White	46		
Negro	10		
Others	8		

Sent to boys' school	4
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Sent to girls' school	3
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For

Car theft	8	Run away	8
Burglary	8	Sex offense	13
Other stealing	14	Mischief	2
Truancy	8	Injury	4
Ungovernable	4		

APPENDIX I, (CONTINUED)
 PROBATION OFFICE REPORT, 1941

Total received	91	54 boys	37 girls
White		40	29
Negro		5	3
<hr/>			
Sent to boys' school	9		
Sent to girls' school	7		
<hr/>			
For			
Car theft	4	Run away	10
Burglary	15	Truancy	6
Other stealing	20	Ungovernable	6
Hold up	6	Sex offenses	19
Manslaughter	1	Traffic	4

APPENDIX I, (CONTINUED)
 PROBATION OFFICE REPORT, 1942

Total received	75	42 boys	33 girls
White		30	26
Negro		12	7
<hr/>			
Sent to boys' school	7		
Sent to girls' school	4		
<hr/>			
For			
Burglary	18	Truancy	10
Car theft	8	Sex offense	8
Other stealing	17	Ungovernable	5
Run away	3	Stolen property	2
Injury	4		

APPENDIX I, (CONTINUED)
 PROBATION MONTHLY REPORT
 JANUARY, 1942, TO JANUARY, 1943

Month	Status	Total	Official		Unofficial	
			B	G	B	G
January	On probation at beginning	74	2	3	36	33
	Pending	1				
	Received	2				
	Disposed of	3				
	Boys' school	1				
	Girls' school	2				
	Discharged		1		30	
February	On probation at beginning	44	2	3	6	33
	Pending	7	1		2	4
	Received	9				
	Placed on probation	7	1			

APPENDIX I, (CONTINUED)
 PROBATION MONTHLY REPORT
 JANUARY, 1942, TO JANUARY, 1943

Month	Status	Total	Official		Unofficial	
			B	G	B	G
March	Received	55	3	2	8	32
	Pending	10			3	7
	Discharged		1		1	3
April	On probation at beginning	52	3	2	12	35
	On probation at end	52	3	2	12	35
May	On probation at beginning	56	4	2	15	35
	On probation at end	56	4	2	15	35
June	On probation at beginning	49	7	2	15	25
	On probation at end	49	7	2	15	25

APPENDIX I, (CONTINUED)
 PROBATION MONTHLY REPORT
 JANUARY, 1942, TO JANUARY, 1943

Month	Status	Total	Official		Unofficial	
			B	G	B	G
July	On probation at beginning	49	7	2	15	25
	On probation at end	49	7	2	15	25
August	On probation at beginning	54	7	2	15	30
	Discharged		1			5
	On probation at end	45	6	2	15	25
September	On probation at beginning	52	8	5	12	27
	Disposed of					6
	On probation at end	46	8	5	12	21
	Conduct satisfactory		5			

APPENDIX I, (CONTINUED)
 PROBATION MONTHLY REPORT
 JANUARY, 1942, TO JANUARY, 1943

Month	Status	Total	Official		Unofficial	
			B	G	B	G
October	On probation at beginning	56	11	5	17	23
	Discharged	8	1		7	
	On probation at end	48	10	5	12	23
November	On probation at beginning	50	10	5	12	23
	Discharged	7	1			6
	Boys' school		2			
	On probation at end	43	9	5	12	17
December	On probation at beginning	47	9	5	14	19
	Discharged	9			2	7
	On probation at end	38	9	5	12	12

APPENDIX I, (CONTINUED)
 PROBATION OFFICE REPORT, 1939

Race	Boys		Girls	
White	61		25	
Negro	2		3	
Totals	65		28	

	Official		Unofficial	
	B	G	B	G
Placed on probation	6		46	22
Dismissed				3
Boys' school	12			
Girls' school		3		
Other institution	1			
Discharged	6		47	13
On probation at end of year	56			
Reasons for				
Auto theft	12			
Burglary	10			
Other stealing	21	8		
Truancy	6	1		
Run away	2	8		
Ungovernable	7	4		
Sex offense	1	7		
Acts of mischief	3			
Other	1			

APPENDIX II

APPENDIX II

GIRL SCOUT PROGRAM FOR 1943

April Third Annual Mother Daughter Banquet (432 present)
Girls assisted in collecting books for soldiers
Special session for Girl Scouts at Cooking School
Cookie Sale
Entered Community Chest
First Aid for Girl Scouts

May Court of Awards
Pageant was given
Over 250 received awards and advancements

June Established camp

July Established and Brownie camp

August Day camp

September Troop Camping at Camp Cedarcrest
Leader, Ruth Mary Morton, becomes a WAAC

October Community Fund Drive--Results over the top
Girl Scouts start their Victory Fund Drive
\$71.00 sent
Dads' Patrol assists in dedicating new Girl
Scout Park
Margaret Gisolo, former Executive Secretary,
joins WAVES
Girl Scouts helped at local hospitals

APPENDIX II, (CONTINUED)

GIRL SCOUT PROGRAM FOR 1943

Girl Scouts worked at library during October,
November, and December

Girl Scouts knitted for Red Cross

Girl Scouts collected tin foil, tin cans, etc.

Girl Scouts distributed tin can material for
Salvage Committee

Girl Scouts gave baskets to needy families

Girl Scouts presented plays for homes for aged

Girl Scouts worked at Public Health Nursing
Association

November Girl Scout Play Day--160 Girl Scouts present
Girl Scout organization joins Council of
Social Agencies

December Election of Council officers and new members
Court of Awards (350 awards given)

Christmas play was given

Junior Red Cross First Aid Class

Girl Scouts went Christmas carolling

APPENDIX III

APPENDIX III

TABLE I

Y. M. C. A. BOY'S DEPARTMENT REPORT

Participation in activities						
Departments	January		February		March	
	1942	1943	1942	1943	1942	1943
Preps 9-10	236	396	254	510	346	429
Pioneers 11-12	212	269	315	320	345	358
Comrades 13-14	441	277	365	268	349	358
High School 15-17	278	870	513	238	480	237
Total membership boys' department	569	700	561	719	550	739

APPENDIX III, (CONTINUED)

Y. M. C. A. EASTER VACATION PROGRAM

APRIL 22-24, 1943

Thursday

- 9:00 A.M. Boys' lobby open
- 10:00 A.M. Trip by bus to Deming Park for dinner out
and egg hunt. Boys bring bus fare and
dinner to cook out.
- 2:30 P.M. Return to "Y" for swim
- 4:00 P.M. Beginners and preps swim
Pioneers, gym
Craft shop open
- 4:45 P.M. High School boys gym
Pioneers swim, comrades swim
- 5:45 P.M. High School boys swim
- 6:30 P.M. Employed boys gym
- 7:15 P.M. Employed boys swim

Friday

- 9:00 A.M. Checker tournament for preps
Ping pong tournament for comrades and
pioneers
- 1:00 P.M. Good Friday service for all boys to be

APPENDIX III, (CONTINUED)

Y. M. C. A. EASTER VACATION PROGRAM

APRIL 22-24, 1943

followed by sound motion pictures.

- 4:00 P.M. Boxing and wrestling, all classes
4:45 P.M. Swimming for all classes
7:30 P.M. Family night swim for all boys and their families

Saturday

- 8:30 A.M. Devotional period, boys' club room
9:00 A.M. Prep gym
Motion pictures
9:45 A.M. Prep swim
10:00 A.M. Pioneer gym
Motion pictures
10:45 A.M. Pioneer swim
11:00 A.M. Comrade Gym
Motion pictures
12:30 P.M. Gra-Y gym
1:15 P.M. Hi-Y gym
Gra-Y swim
2:00 P.M. Hi-Y swim

APPENDIX III, (CONTINUED)

Y. M. C. A. EASTER VACATION PROGRAM

APRIL 22-24, 1943

Junior leaders gym

Rose Home boys' gym

Craft shop opens for afternoon

Motion pictures

3:00 P.M. High School boys' gym and swim

Motion pictures

6:30 P.M. Employed boys' gym and swim

7:00 P.M. Newsboys and scouts swim

APPENDIX IV

APPENDIX IV
QUESTIONNAIRE

1. Would you like a place to go in the evenings,
for recreation? _____
2. Where? (Check) School _____ Church _____
Downtown _____
3. Who should be in charge? Students _____
Parents _____ Teacher _____ Committee _____
4. What time should it close? 8:00 _____
9:00 _____ 10:00 _____ 11:00 _____ 12:00 _____
5. What entertainment would you suggest? _____

6. Would you have coke, ice cream, smoking? _____
7. Would you wish the groups separated as to
ages? _____ As to sex? _____
8. Would you like instruction in radio code? _____
Sex Hygiene? _____ First Aid? _____ Boxing or Jiu-jitsu? _____
Cooking or Sewing? _____ Dancing? _____
9. Do you feel that your leisure time is well spent?

10. Do you belong to a gang? Yes _____ No _____
A club? Yes _____ No _____
11. What is your hobby? _____
12. Are your parents usually at home in the evenings?
Yes _____ No _____ Is your mother employed? _____

APPENDIX IV, (CONTINUED)

QUESTIONNAIRE

13. How do you spend your evenings after school?

Home _____ Library _____ Movies _____ Other _____

(indicate) _____

14. Do you have dates? Yes _____ No _____

15. What do you do on your dates? Movies _____

Dances _____ Church _____ Other (indicate) _____

16. Do you Neck? Yes _____ No _____ Do you Pet?

Yes _____ No _____

APPENDIX IV, (CONTINUED)

TABLE I

Responses by Ages of 393 High School Students to
the Question, "Would You Like a Place to
Go Evenings?"

Replies	Ages							Totals
	12	13	14	15	16	17	18	
Yes	18	21	65	98	71	68	32	373
No	0	0	1	7	4	5	1	20

TABLE II

Responses by Ages of 393 High School Students to
the Question, "Where Would You Like to
Go Evenings?"

Places to go Evenings	Ages							Totals
	12	13	14	15	16	17	18	
Church	2	2	6	6	7	5	3	31
School	7	11	24	17	18	20	7	104
Downtown	1	11	39	77	59	55	22	264
No answer	0	0	3	7	4	0	1	15

APPENDIX IV, (CONTINUED)

TABLE III

Responses by Ages of 393 High School Students
to the Question, "Who Should Be
in Charge?"

People in charge	Ages							Totals
	12	13	14	15	16	17	18	
Students	5	2	18	37	25	38	13	138
Parents	3	1	6	8	7	7	1	33
Teachers	5	5	6	11	8	0	0	35
Committee	7	13	39	50	34	29	22	194
No answer	0	0	0	0	2	0	1	3

APPENDIX IV, (CONTINUED)

TABLE IV

Responses by Ages of 393 High School Students to
the Question, "What Time Should the
Place of Recreation Close?"

Time	Ages							Totals
	12	13	14	15	16	17	18	
8 o'clock	4	3	5	5	0	0	0	17
9 o'clock	7	6	25	14	8	5	5	70
10 o'clock	5	3	33	53	29	17	10	150
11 o'clock	1	9	3	22	19	25	10	89
12 o'clock	1	2	2	8	16	26	8	61
No answer	0	0	0	3	3	0	0	6

APPENDIX IV, (CONTINUED)

TABLE V

Responses by Ages of 393 High School Students
to the Question, "Would You Have
Coke, Ice Cream, or Smoking?"

Type of refreshment	Ages							Totals
	12	13	14	15	16	17	18	
Coke	15	10	63	70	65	53	27	303
Ice cream	13	15	61	76	56	56	30	307
Smoking	2	0	5	24	24	27	16	98
Nothing	0	4	5	5	4	9	0	27

TABLE VI

Responses by Ages of 393 High School Students
to the Question, "Would You Wish Groups
Separated As to Age or Sex?"

Grouping	Ages							Totals
	12	13	14	15	16	17	18	
As to age	5	7	46	49	37	28	22	194
As to sex	4	6	9	13	5	2	0	39
No answer	0	0	0	0	2	0	1	3

APPENDIX IV, (CONTINUED)

TABLE VII

Responses by Ages of 393 High School Students
Concerning Desire for Special
Instruction

Types of instruction	Ages							Totals
	12	13	14	15	16	17	18	
Code	6	7	17	35	20	18	11	114
Sex hygiene	2	3	4	24	19	25	14	91
First aid	4	1	28	31	13	9	5	91
Boxing and juijitsu	8	8	25	37	29	20	10	137
Cooking and sewing	5	5	9	14	11	12	6	62
Dancing	9	15	44	72	52	41	20	253

APPENDIX IV, (CONTINUED)

TABLE VIII

Responses by Ages of 393 High School Students
to the Question, "Is Your Leisure
Time Well Spent?"

Replies	Ages							Totals
	12	13	14	15	16	17	18	
Yes	11	9	39	57	48	41	10	215
No	3	6	21	30	15	9	13	97
Sometimes	4	3	8	16	9	19	10	69
No answer	0	3	0	6	3	4	0	16

TABLE IX

Responses by Ages of 393 High School Students
to the Question, "Do You Belong to a Gang
or to a Club?"

Replies	Ages							Totals
	12	13	14	15	16	17	18	
To a gang Yes	7	4	29	28	29	37	20	154
To a club Yes	7	5	35	31	36	31	18	163

APPENDIX IV, (CONTINUED)

TABLE X

Responses by Ages of 393 High School Students
to the Question, "Do You Have a Hobby?"

Replies	Ages							Totals
	12	13	14	15	16	17	18	
Yes	13	10	32	59	30	27	12	183
No	3	6	26	34	15	25	11	120

TABLE XI

Responses by Ages of 393 High School Students
to the Question, "Are Your Parents
Usually at Home in the
Evening?"

Replies	Ages							Totals
	12	13	14	15	16	17	18	
Yes	18	18	61	92	68	67	31	355
No	0	3	7	11	7	8	2	38

APPENDIX IV, (CONTINUED)

TABLE XII

Responses by Age of 393 High School Students
to the Question, "Is Your Mother
Employed?"

Replies	Ages							Totals
	12	13	14	15	16	17	18	
Yes	4	7	22	30	25	18	9	115
No	24	29	11	6	8	12	37	127

TABLE XIII

Responses by Age of 393 High School Students
to the Questions, "Do You Date, Do You Neck,
and Do You Pet?"

Activities	Ages							Totals
	12	13	14	15	16	17	18	
Dating	6	5	36	64	59	55	31	256
Necking	3	3	15	44	45	42	22	174
Petting	0	2	3	21	25	24	8	83

APPENDIX IV, (CONTINUED)

TABLE XIV

Responses by Ages of 393 High School Students
to the Question, "How Do You
Spend Most Evenings?"

Places for spending most evenings	Ages							Totals
	12	13	14	15	16	17	18	
Home	16	16	44	55	38	40	18	227
Library	3	1	4	7	1	1	0	17
Movies	6	5	43	50	29	23	8	164
Other places	6	5	12	14	0	14	8	59
At work	0	1	9	23	16	16	6	71

TABLE XV

Responses by Ages of 393 High School Students
to the Question, "What Do You Do
on Your Dates?"

Places to go on dates	Ages							Totals
	12	13	14	15	16	17	18	
Movies	5	5	28	62	59	50	30	239
Dances	1	0	16	34	40	30	24	145
Church	0	0	8	10	7	10	7	42
Other places	1	1	15	14	4	0	5	40

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