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Juvenile Delinquency in Four Selected New Mexico Counties in Relation to the School Year

Carolyn Phillips Voehl

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JUVENILE DELINQUENCY IN FOUR SELECTED NEW MEXICO
COUNTIES IN RELATION TO THE SCHOOL YEAR

By

Carolyn Phillips Veehl

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1951

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MASTER OF ARTS

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6/1/51
DATE

JUVENILE DELINQUENCY IN FOUR SELECTED NEW MEXICO
COUNTIES IN RELATION TO THE SCHOOL YEAR

By

Carolyn Phillips Voehl

Thesis committee

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mittee has been accepted by the Graduate Committee of the
University of New Mexico in partial fulfillment of the require-
ments for the degree of

MASTER OF ARTS

Thesis committee

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The writer wishes especially to thank the school

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principals, counselors, visiting teachers, and classroom teachers, and the employees in the court houses and sheriffs' offices who so graciously and patiently gave their time in answering inquiries and helping locate sources of data.

Principal, [illegible], [illegible]
[illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible]
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CHAPTER I

INTRODUCTION

With the advent of progressive education, the influences of Gestalt psychology on educational philosophy, and the increasingly important role society is thrusting on its instrument, the school, there has resulted a confusion of ideas as to the school's responsibilities. One of these maelstroms has centered around the relationship of the school to juvenile delinquency. Some educators and criminologists believe that school pressures not only predispose but cause juvenile delinquency.¹ Others take a less extreme point of view.

One example of the former is the following quotation from a text used for teacher education, The Child and His Curriculum, by J. Murray Lee and Doris May Lee, Page 161, of the 1950 edition.

Do school pressures create delinquency? One very clear indication that the schools have not been meeting the needs of all the children is the number of truants. Practically every truant stands as a living accusation that his school and his teacher have failed to meet his needs. Certain studies may shock us into increased concern. One presents the fact that 61% of the first admissions of juvenile delinquents to corrective institutions and 78% of

¹ William C. Kvaraceus, "Delinquency--A By-Product of the Schools?" School and Society, 59:350-51. May 13, 1944.

those who return show truancy as a first offense. The author suggested that the evidence pointed to the fact that failure to meet classroom standards of behavior in elementary schools led to truancy and thus was a cause for crime.

Another study showed that 60% of delinquents expressed a dislike for school and its associations, and there was a marked falling off of delinquency when the schools closed for the summer. Certainly the school was not meeting the needs of this 60% whatever other factors may have entered the picture. The fact that delinquency fell off when school closed points to the likely conclusion that when too great pressures of school were off, they no longer felt the need for rebellion.

Along this line we might quote another study which found that among the hundreds of thousands of juvenile delinquents in the United States--all products of our elementary schools--specialists have found scarcely one who had a friendly or understanding adult teacher, parent, or friend--with whom he could talk things over with mutual respect, on his own terms, without fear. He goes on to say: "We will have a vast and fundamental improvement in public education when the majority of teachers spend most of their time and effort scouting for and developing children's talents instead of looking for faults and deficiencies to repair."

The opposite point of view is presented by Glueck and Glueck in Unraveling Juvenile Delinquency. The following quotation is from the introduction to Chapter XII, "The Boy in School."

Under the impact of intensive clinical exploration of human motives and behavior, it is being realized more and more that schooling does not play as important a role in the development of character and conduct as was formerly supposed. Knowledge is one thing; the efficient and socially acceptable employment of knowledge is quite another. The child's instinctual drives, his emotional dynamics, and his temperamental equipment are inevitably involved in the proper use of the instruments furnished through the gateway of intellect.

These who remain show...
author suggested that the...
that failure to meet...
in elementary schools...
cases for...
rebellion.

Another study...
expressed a...
and there was a...
the schools...
school was not...
other factors...
that...
the...
school were...
rebellion.

Along this line...
which found that...
juvenile delinquents...
of our elementary...
nearly one who...
teacher, parent...
things over with...
without fear...
and fundamental...
the majority of...
effort...
instead of...
reality."

The opposite...
and...
...
...
"The key is school."

Under the...
them of...
evaluated...
important...
conducted...
thing...
must...
institutional...
factors...
program...
gateway...

Nevertheless, it is important to learn as much as possible about the school experiences of the two groups of boys; for though education may not completely account for the structuring of character and the motivation of conduct, it can give the student a sense of emotional satisfaction in the achievement of skills; it can arouse socially acceptable ambitions; it can put him in contact with persons with whom he can identify himself and whom he can strive to emulate. On the other hand, it can leave scars in the psyche of the growing child which may well be related to the development of antisocial attitudes and ultimate defiance of authority.²

In view of such varying opinions the following questions arise: How universal is the drop-off rate of juvenile delinquency during the non-school months? And are there other three-months periods of the calendar year which show equal drop-off rates?

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to compare the total number of juvenile offenses committed during the school year months of 1949 with the total number of offenses committed during the summer months when school was not in session, for the year 1949, in four selected counties in New Mexico; (2) to determine for the total group which three consecutive monthly periods have the lowest, second lowest, highest, and second highest mean monthly offenses; (3) to separate the offenses committed by delinquents known to be

² Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), p. 135.

Nevertheless, it is important to note that
as possible a few days before the
groups of boys for these studies were
amount for the treatment of these boys
of conduct, it was the purpose of
emotional reaction in the laboratory
it can become socially acceptable
and in contact with groups with whom
identity itself and who are not
the other hand, it can lead to
training which may well be
sent to a different attitude and

In view of such varying conditions
questions arise: How universal is the drop-off
towards delinquency during the pre-adolescent
And are there other three-year periods
year which show equal drop-off rates
The Problem

Statement of the Problem. In the
this study (1) to compare the
offense committed during the school year
with the total number of offenses committed
summer months when school was not in session
year 1949, in four selected counties in
to determine the total group was
months periods have the least, more frequent
and second highest mean monthly
the offenses committed by delinquents

enrolled in school at the time of offense commitment from the offenses of the total group; and to compare the monthly mean number of offenses for the summer months and school months; (4) to determine the periods of three consecutive months which have the lowest, second lowest, highest, and second highest mean monthly offenses for the group known to be in school; (5) to separate the offenses of those delinquents known not to be in school at the time of offense commitment from the offenses of the total group; and to compare the mean monthly offenses for the school months with the summer months; (6) to determine the three consecutive monthly periods with the lowest, second lowest, highest, and second highest monthly means for the group not to be in school; (7) to segregate the offenses of truancy and subtract them from the total offenses committed during the school months by the group known to be in school and compare the monthly means for the school months with the summer months; (8) to determine how many periods of three consecutive months in the calendar year have lower mean monthly offenses than the mean monthly offenses for the remaining nine months; (9) to determine the grade placement of the delinquents known to be in school with the grade placement of the general school population in the four selected school systems; and (10) to determine the mean intelligence quotient for the delin-

enrolled in school at the time of the study. The
the attendance of the total group was 80 percent.
monthly mean number of 25 cases. The number of
school years; (2) to determine the number of
consecutive months which have been absent, and
highest, and second highest mean number of
group known to be in school; (3) to determine the number
of those delinquents known not to be in school;
of ethnic delinquents from the number of
groups and to compare the mean number of
school months with the number of months of
sixteen consecutive months which have been
lowest, highest, and second highest mean number of
group not in school; (4) to determine the number
of primary and secondary delinquents from the number of
missed during the school year; (5) to determine the
in school and compare the number of months of
months with the number of months of
periods of three consecutive months of
have lower mean number of cases than the other
offenses for the remaining delinquents with
the grade placement of the delinquents with
school with the grade placement of the delinquents
population in the low selected group; and
to determine the mean total number of

quents whose intelligence quotients could be obtained.

Delimitation of the problem. This investigation does not purport to define all the causes of juvenile delinquency. There is no attempt to make a case study of specific school pressures as possible factors in delinquency, with the exceptions of grade placements and intelligence quotients.

Importance of the study. If the schools of New Mexico are proved, by the monthly fluctuations of juvenile delinquency offenses, to be one of the major contributing factors to juvenile delinquency, through the lack of a flexible academic program, misunderstanding teachers, or for other reasons, it will be of deep interest and concern to school administrators to know this in order to try to make provisions for the correction of the situations and to better the guidance necessary for each individual case.

III. DEFINITIONS OF TERMS USED

Intelligence quotient. Intelligence quotient in this study means an estimate of mental ability, as measured by the Stanford Revision of the Binet Scale, the Otis Quick Scoring, and others. Although psychometricians do not consider intelligence quotients on these different

... whose intelligence quotient is high ...
Definition of the problem. ...
... does not purport to define all the ...
... There is no attempt to define ...
... specific school processes as possible ...
... agency, with the exception of ...
... intelligence quotient.

Importance of the study. ...
... Mexico are proved, by the monthly ...
... this delinquency offenses, to be ...
... existing factors to juvenile delinquency ...
... lack of a flexible academic program ...
... teachers, or for other reasons, it ...
... interest and concern to school administrators ...
... this in order to try to make provisions ...
... reaction of the situation and to better ...
... necessary for each individual case.

III. DEFINITION OF TERMS

Intelligence quotient. ...
... this study means an estimate of mental ability ...
... measured by the Stanford-Binet ...
... Otis Quick Reading and other ...
... do not consider intelligence quotient ...

tests interchangeable, in this study they were averaged because the available ones were from different tests.

Juvenile delinquency. In this study "juvenile delinquency" refers to those cases from selected counties which reached the juvenile courts. District judges serve as judges of the juvenile courts in New Mexico. A large portion of the cases of juvenile delinquency never reach the courts in New Mexico but are handled by lesser subdivisions of the state. In some of the counties studied no permanent records are kept of those cases which are not considered serious or persistent enough to reach the court, and for this reason none was included in the data compiled in this investigation. Nearly all truancy offenses fall into this classification, as do other offenses such as minor traffic violations and some cases of petty theft.

Truancy. Throughout this study truancy shall be interpreted as meaning only those cases of persistent school absenteeism which reached the juvenile courts.

III. RELATED LITERATURE

The three studies used as source materials by Lee and Lee³ are primarily concerned with the influence of

³ J. Murray Lee and Doris May Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1950), p. 161.

the school on delinquency, and are not studies of the whole problem of delinquency. Studies by Arthur C. Johnson Jr.,⁴ William C. Evaraceous,⁵ and Malcolm MacLean⁶ will be reviewed in the following paragraphs.

Arthur C. Johnson Jr.,⁷ at the end of twenty years divided between public education and prison education, published a study, based partly on opinion and partly on data, which he titled, "Our Schools Make Criminals." The statements based on opinion will be reviewed first.

Johnson wrote that the ". . . end-products of illy considered school 'influences' are to be found in every prison." He believed that had criminals been handled sympathetically and understandingly by the school at the right time, many would not have been in prison. He said that early in his career he accepted the occasional trouble-maker as an inescapable headache for the school but he learned from experience in prison education that the school was an even greater headache for the child. He wrote that as he better understood the attitudes which underlie anti-social behavior he found they often hinge

⁴ Arthur C. Johnson Jr., "Our Schools Make Criminals," Journal of Criminal Law and Criminology, 33:310-15, November, 1942.

⁵ Evaraceous, op. cit., pp. 350-51.

⁶ Malcolm MacLean, "Education for a New World," California Journal of Elementary Education, 15:138-51, February, 1947.

⁷ Johnson, op. cit., pp. 310-15.

the school on this subject, and the following is a copy of the
whole problem of the school, as it appears in the report of the
Dr. William G. Johnson, and the following is a copy of the
reviewed in the following paragraphs.

Arthur G. Johnson, Jr., of the school of the
divided between public education and private education.
obtained a study, based partly on reports of the
state, which he fitted, "Our educational system."
statewide based on statistics of the various states.

Johnson writes that the
occurred about "forty years ago"
writer." He believed that the educational system was
intellectually and unscientifically
right time, only would not have been the same.
that early in his career he thought the school
troubled-mind as an educational system.
but he learned that experience in a school
the school was an over-extended
He wrote that he
unlike anti-educational

1. Arthur G. Johnson, Jr., "Our Educational System,"
California Journal of Education, Vol. 1, No. 1,
November, 1911.

2. Johnson, op. cit., p. 10.

3. Johnson, op. cit., p. 10.

4. Johnson, op. cit., p. 10.

on little things for which the school is at fault.

Johnson thinks a part of the school's fault may be found in the following explanation.

It is easy to dodge embarrassing issues by treating the problem boy as a discipline case, waiving all personal responsibility by turning him over to the social worker and the courts. These are too often so concerned with the opinions of other and untrained observers that have neither time nor opportunity to study the boy, his personal problems, and the real causes for his sorry plight.

He said that altogether too many youngsters were being judged bad in "their youth and pliability" and in that way being made bad. He reiterated what has been said by others so many times before, that the juvenile institution is a tardy answer to America's dilemma of delinquency.

The following statements are statistical data presented by Johnson and his interpretations of them.⁸ In a group of 634 consecutive prison commitments, 258 were recidivists, of whom 194, or 78 per cent, had truancy as the first entry on their crime ledger. Of the 376 first offenders, 231, or 61 per cent, had truancy as a first offense. On their own admission 140, or 67 per cent, of the remainder had been off-the-record truants. He concludes, "This is a serious indictment of our schools."¹⁰

⁸ Ibid., p. 311.

⁹ Ibid., pp. 312-15.

¹⁰ Ibid., p. 311.

on this subject for which the subject is in doubt.
Latham thinks a part of the subject is in doubt.
found in the following explanation.

It is easy to find a satisfactory reason for the
the practice of a certain class, which is
social responsibility by means of the
wages and the market. There are two other
as with the relation of other and national
that have been the subject of a study
the program, and the only reason for the
heavy duty.

The fact that attention for any government
policy indeed in this regard and especially in
that way being very low. In addition, the fact
by others as well as those who, that the
then in a body known as the "Committee on
The following statement was submitted to the
by Latham and the representatives of the
a group of the executive and the
individuals, of whom 100, or 70 per cent, had
that first entry on their order books, of the
officers, 20, or 10 per cent, had
officers, or 10 per cent, had
the number had been the result of

conclusion, this is a subject of the
10

10
11
12

Johnson remarks that it has been said that of every hundred boys of school age, eighty are average, healthy, normal youngsters. Being slow mentally, ten have to be "pushed." Highstrung and rebellious, the remaining ten become behavior problems and "must be sat on." He says that it is with this last ten that the school fails.¹¹ He does not make clear what distinctions he used to separate the highstrung, rebellious character traits of the last ten from the academic ability of the mentally slow ten, or what criterion was used in selecting the eighty.

William C. Kvaraceus¹² quotes Dollard and others as having demonstrated that aggression is always a consequence of frustration and that frustration always leads to some form of aggression. Kvaraceus reasons that juvenile delinquency is frequently a form of aggressive behavior and, therefore, a search for "causes" and "pre-disposing factors" should be a search for situations that frustrate. He supports his deduction with the findings and conclusions of Arthur C. Johnson Jr.,

¹¹ Ibid., p. 314.

¹² Kvaraceus, op. cit., p. 350.

Johnson remarks that it is not only the
hundred boys of school age, but also the
hundred young men. Being the result, the
"pushed." Rightly and rightly, the
become behavior problems in the
that it is which this kind of
It does not make of the
separate the signature, the
the last ten from the
also ten, or what
other.

William C. ...
having demonstrated that
presence of frustration and
to some form of aggression.
also deficiency in
Taylor and, therefore,
disorder "would be"
that ...
findings and ...

11
12
13

Caroline Zachry¹³, F. E. Sullenger¹⁴, Luella Cole¹⁵, Jeanette G. Brill and E. George Payne¹⁶, and his own unpublished doctorate thesis.¹⁷

Kvaraceus studied 761 delinquents, 563 boys and 198 girls, for a period of five years. He found they were characterized by many school frustrations. The mean intelligence quotient for this group is 89, in contrast to a mean intelligence quotient for the general school population of 103. He concludes that since the school program is essentially academic in nature the delinquent must find the daily school experience frustrating and dissatisfying. He presents other data tending to carry out this interpretation.

He found that 44 per cent of all delinquents repeated one-half year or more in school work and that 20 per cent of the male delinquents and 38 per cent of the female delinquents repeated three or more times, which is

¹³ Caroline Zachry, Personality Adjustment of School Children (New York: D. Appleton-Century, 1931), p. 304.

¹⁴ F. E. Sullenger, Social Determinants in Juvenile Delinquency (Omaha, Nebraska: Douglas Printing Company 1930), p. 79.

¹⁵ Luella Cole, Psychology of Adolescence (New York: Farrar and Rinehart Inc., 1942), p. 345.

¹⁶ Jeanette G. Brill and E. George Payne, The Adolescent Court and Crime Prevention (New York: Pitman Publishing Corporation, 1939), p. 145.

¹⁷ William G. Kvaraceus, The Role of the School in the Prevention and Control of Juvenile Delinquency (unpublished Doctorate thesis, Harvard University, 1943), 291 p.

Constance Tennyson, T. E. Sullivan, and
Lester G. Hill and E. George Hill,
University of Wisconsin
Research studies of the
class, for a period of five years, in 1931
determined by many school teachers
intelligence quotient for this year
a mean intelligence quotient for the year
year of 100. The conclusion that this
is essentially adequate in terms of
the early school experience
The present study was made to
investigate
The total time in part one of
reported one-half year or more in
20 per cent of the wife delinquents
female delinquents reported to be

Constance Tennyson, T. E. Sullivan,
Lester G. Hill and E. George Hill,
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Research studies of the
class, for a period of five years, in 1931
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is essentially adequate in terms of
the early school experience
The present study was made to
investigate
The total time in part one of
reported one-half year or more in
20 per cent of the wife delinquents
female delinquents reported to be

in marked contrast with the general school population in which only 17 per cent were found to have repeated one term or more.

Kvaraceus found that delinquency fell off significantly during the summer months of June, July, and August, when school closed for the summer. He does not give the monthly fluctuations or the monthly means for the summer months or school months. The only quantitative statement he makes regarding the drop-off rate is in the following quotation.

Since the schools, when in session, only referred an average of 1.4 per cent of the delinquents per month, this sharp and characteristic falling-off could hardly be due to the fact that a referring agency had closed shop. More likely, children are less often frustrated when out of range of the school's influence.¹⁸

The per cent that constitutes "this sharp and characteristic falling-off" is not given in this report of his study.

The new role of the school of tomorrow is to a large extent the theme of Malcolm MacLean's periodical article,¹⁹ from which the following quotation was taken:

¹⁸ Kvaraceus, op. cit., pp. 350-51.

¹⁹ Malcolm MacLean, "Education for a New World," California Journal of Elementary Education, 15:138-51, February, 1947.

Most important of all, I think is the problem of what we need to do in the school of the immediate tomorrow, in the development of children's character and personality, their mental and emotional adjustment, the steady and swift building of their sense of values.²⁰

He reported that among the hundreds of thousands of delinquents in the United States, all of which were products of our elementary schools, specialists had found scarcely one who had an understanding adult with whom he could talk things over with mutual respect. He concluded that there would be a vast improvement in education when teachers spent most of their time trying to find children's abilities to develop instead of finding faults to correct.

An excellent example of a crime prevention program, which is one of the most effective and which is school centered, is reported by Thomas W. Hopkins.²¹ Though Jersey City had an enviable record of freedom from crime in 1931, a need was felt by the Jersey City public-school system and the local police department for "some systematic effort to curb truancy and juvenile delinquency." School authorities realized that "habitual truants and young delinquents were costing the city many thousands of dollars not only by repetition of grades but through

²⁰ Ibid., p. 150.

²¹ Thomas W. Hopkins, "Bureau of Special Services, Public Schools," Sheldon and Eleanor Glueck, editors, Preventing Crime, A Symposium, (New York: McGraw-Hill Book Company, Inc., 1936), pp. 133-54.

Most important of all, it is the only one
 which we need to have in our hands
 for the future, in the event of a
 national emergency, which would be
 already and which would be the only
 one reported to the Government.
 Delinquents in the United States, who
 of our elementary schools, and who
 are the cause of the trouble in the
 things over which we are worried.
 would be a very important part of
 spent most of their lives in the
 ties to develop themselves in the
 An individual's character is
 which is one of the most important
 centered, in the hands of the
 Jersey City has an excellent
 in 1931, a need was felt for
 school system and the local
 systematic effort to train
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Public Schools
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frequent institutionalization." The local police officials realized "that the officers of the law were starting too late in the careers of delinquents to do an effective piece of work in crime prevention."²²

A meeting was held by the board of education and the mayor, who represented the police officials, to discuss "ways and means" of preventing juvenile delinquency. "A great variety of opinions existed regarding the factors contributing to crime and possible solutions of the problem, depending upon the viewpoints and experiences of those consulted." It was decided to set up an experimental program, though it was frankly admitted that there was little factual knowledge concerning the treatment of "the child with the problem."²³ A part of the results of this meeting are in the following quotation.

The school system was considered the logical agency for coordinating such a program in Jersey City for the following reasons: first, the school is the only agency which deals with all juveniles; secondly, the school, of necessity, deals with all children during their formative years of development when a preventive program is of most direct value and when symptoms of maladjustment can best be observed and corrected; and finally, many of the necessary services are already in existence in the school system and need only a re-orientation to increase their usefulness many fold. The Bureau of Special Services in the Jersey City Public Schools is the result.

²² Ibid., p. 115.

²³ Ibid., pp. 116-17.

The major principle involved in the new program is prevention; and the need for keeping young people away from the hardening influences of the police station, patrol wagons, court hearing, and institutional experiences is paramount.

The basis of the new organization is that the various agencies which formerly handled juvenile offenders have either been assimilated by the Bureau (attendance officers, police, school psychologists, and medical officers) or else they have been affiliated with it indirectly (juvenile court, police courts, and correctional institutions) so that all cases are referred to this Bureau for study and recommendation before any action is taken. In brief no police court or correctional institution will accept or consider a case involving a juvenile delinquent or maladjusted child until the Bureau of Special Services so requests. In preparation for the work, the mayor of Jersey City issued orders that the police department, the courts, the city medical center, and the board of education were to combine in an exhaustive study of the causal factors of juvenile delinquency, possible remedial activities, and in carrying out a coordinated program of crime prevention.²⁴

As soon as the organizational plan was outlined for the Bureau of Special Services the mayor called a meeting of all public officials who had been dealing with juvenile offenders. Reporters from the local newspapers were invited to the meeting for the purpose of explaining in detail to the public the function of the organization.

The Bureau of Special Services was organized under the following plan.

The Bureau, in charge of the Assistant Superin-

²⁴ Ibid., p. 118.

The writer respectfully requests that the
institutions and the staff be advised that the
purpose of the visit is to study the
organization, management, and financial
aspects of the institution.

The staff of the institution is to be
informed that the visit is for the purpose
of studying the organization, management,
and financial aspects of the institution.
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purpose of studying the organization,
management, and financial aspects of the
institution. The visit is for the purpose
of studying the organization, management,
and financial aspects of the institution.

The Bureau of Social Services and
the following plan.

tendent of schools, took under its wing the Attendance Department, which was already dealing with problems of truancy, and also the existing special classes for atypical children, added a group of seven visiting teachers who were to be held responsible for other forms of school maladjustment, a special detail of police officers consisting of a Captain of Police and five plain-clothes officers, and finally a clinic composed of a psychiatrist, a psychologist, the chief medical examiner, the supervising dentist, and a nurse. Special physical examinations of all kinds are made at the municipal medical center rather than at the Bureau,

.....

He also has under his charge the recreational instructors. In this section are a supervisor, twenty-seven regular instructors, fifteen temporary instructors. They carry on their activities in eleven recreational centers in the school buildings between the months of September and May and in eighteen playgrounds on school property. (Blanket provision was made for the opening as recreational centers of any public schools or public playgrounds which might function as important agencies in the general preventive program.) In connection with the Bureau of Special Service are also three clerks who maintain a continuous census of the work of the Bureau.²⁴

Regarding the cost of such a plan in 1931-1935,

Hopkins writes as follows:

The actual additional cost of operations of the Bureau of Special Service has been relatively low due to the fact that the attendance officers, the members of the police unit, and the teachers of special classes were already employed by the city. Four of the six original visiting teachers were released for this work by a reorganization within the school system so that additional classroom instructors were not needed. Although the establishment of the recreational centers required additional instructors, they were selected from the vast army of unemployed college graduates who were most willing to accept positions at the rate of

²⁴ Ibid., p. 118.

Department, which was already dealing with problems of
 remedy, and also the existing special classes for
 typical children, added a group of seven atypical
 teachers who were to be held responsible for other
 forms of school maladjustment, a special detail of
 police officers consisting of a captain of police and
 five plain-clothes officers, and finally a detail
 composed of a psychiatrist, a psychologist, the chief
 medical examiner, the supervising dentist, and a nurse.
 Special physical examinations of all kinds were made
 at the municipal central kitchen near the
 Bureau.

He also has under his charge the recreational institute
 for, in this section are a supervisor, twenty-seven
 regular instructors, fifteen temporary instructors.
 They carry on their activities in eleven recreational
 centers in the school buildings between the months of
 September and May and in sixteen playgrounds on
 school property. (Market provision was made for the
 opening of recreational centers of any public schools
 or public playgrounds which might function as labor-
 save agencies in the general preventive program.) In
 connection with the Bureau of Special Service are also
 three clerks who maintain a continuous record of the
 work of the Bureau.

Regarding the cost of such a plan in 1931-1932,

Hughes writes as follows:

The actual additional cost of operation of the
 Bureau of Special Service has been relatively low due
 to the fact that the attendance officers, the workers
 of the police unit, and the teachers of special classes
 were already employed by the city. Four of the six
 original visiting teachers were retained for this work
 by a reorganization within the school system so that
 additional classroom instructors were not needed.
 Although the establishment of the recreational centers
 required additional instructors, they were selected
 from the vast army of unemployed college graduates who
 were most willing to accept positions at the rate of

one dollar per hour on a part-time basis. The total cost of the Bureau has been borne by the city out of public funds provided by the Board of Education and other municipal bodies which are directly connected with the Bureau.²⁵

The organization of some formal agency like a "city-wide council to coordinate all activities relating to children with behavior difficulties", such as the Los Angeles Coordinating Council, was considered but was postponed indefinitely, because it was found unnecessary. "The hearty cooperation of all existing private agencies has always been solicited and has always been secured."²⁶ Some of the state, county, municipal, and private agencies that have worked with the Bureau of Special Service are the Board of Health, Overseer of the Poor, County Social Service Workers, Jersey City Chapter of the American Red Cross, Catholic Charities, Church Mission of Help, Jewish Home for Orphans and Aged, The Salvation Army, Home for the Homeless, Y.M.C.A., Y.W.C.A., Y.M.A.A., Jersey City Boys Clubs, Boy Scouts, and others. "The Bureau of Special Service has always been willing to work with any of these agencies on a given case or to assume full responsibility for any cases which seemed to need special care not already available in an established organization or agency. . . . Hundreds of special

²⁵ Ibid., p. 119.

²⁶ Ibid., p. 129.

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physical, psychological, and psychiatric examinations have been given by the Bureau to cases handled by these organizations."²⁷

The methods of treatment used by the Bureau of Special Service, as reported by Hopkins, are too lengthy to review here. The results obtained by the Bureau are encouraging to any agency interested in delinquency prevention. Hopkins reports that "less than 10 per cent of the cases which were formerly automatically" referred to the juvenile courts were so referred after the Bureau began functioning.²⁸ The following are the quantitative evaluations, given by Hopkins, of the Bureau.

Using the figures on the five-year period immediately preceding the establishment of the Bureau of Special Service, but eliminating the transition year 1930-31, during which the coordinated agency functioned for only half of the school year, and averaging the last four years during which time the Bureau has been in complete operation, the following comparisons were drawn:

1. Cases taken into court decreased from an annual average of 744 to 97 a year.
2. Commitments to correctional institutions decreased from an annual average of 251 to 34 a year.
3. Truancy decreased from an annual average of 3,042 to 2,485.²⁹

²⁷ Ibid., p. 130.

²⁸ Ibid., p. 122.

²⁹ Ibid., p. 131.

Special Review, as required by the provisions of the Act, and to review the same. The review shall be conducted by a Special Reviewer, who shall be appointed by the Board of Directors of the Corporation, and shall be a resident of the State of New York. The Special Reviewer shall have the same powers and duties as the Special Reviewer of the Corporation, and shall be subject to the same provisions of the Act. The Special Reviewer shall report to the Board of Directors of the Corporation, and shall be subject to the same provisions of the Act. The Special Reviewer shall have the same powers and duties as the Special Reviewer of the Corporation, and shall be subject to the same provisions of the Act.

1. Cases taken for review shall be taken from the list of cases filed with the Board of Directors of the Corporation, and shall be taken from the list of cases filed with the Board of Directors of the Corporation, and shall be taken from the list of cases filed with the Board of Directors of the Corporation.

2. The Special Reviewer shall have the same powers and duties as the Special Reviewer of the Corporation, and shall be subject to the same provisions of the Act.

3. The Special Reviewer shall have the same powers and duties as the Special Reviewer of the Corporation, and shall be subject to the same provisions of the Act.

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Sheldon and Eleanor Glueck reported in one of their studies of one thousand chronic delinquents that 64 per cent were truants and 59 per cent were still attending school when brought before the juvenile court.³⁰ In a later study made by the Gluecks of five hundred chronic delinquent boys compared with a matched group of five hundred non-delinquent boys it was found that " . . . (94.8%) had truanted at one time or another during their school careers, while only 10.8% of the non-delinquents had truanted, and then only occasionally. Of the 474 delinquents who were truants, a third skipped school only very occasionally, while two-thirds truanted persistently."³¹ The following is the Gluecks' conclusion.

It is clear, therefore, that school maladjustment expressed itself throughout the school careers of the boys, especially among the delinquents, largely by truancy, that is, running away from difficult and unpleasant situations and obligations, or toward more absorbing activities.³²

In this recent study by Sheldon and Eleanor Glueck the grade placement of the delinquent group is found to

³⁰ Sheldon and Eleanor Glueck, Juvenile Delinquents Grown Up (New York: The Commonwealth Fund, 1940), p. 11.

³¹ Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), p. 148.

³² Ibid., p. 148.

Sheldon and Eleanor Glueck reported in the 1930s studies of one thousand chronic delinquents that 60 per cent were truants and 59 per cent were still attending school when brought before the juvenile court. In a later study made by the Gluecks of five hundred chronic delinquents compared with a matched group of five hundred non-delinquent boys it was found that . . . (94.8%) had truanted at one time or another during their school careers, while only 10.8% of the non-delinquents had truanted, and then only occasionally. Of the 474 delinquents who were truants, a third missed school only very occasionally, while two-thirds truanted non-occasionally. 31 The following is the Gluecks' conclusion:

In so clear, therefore, that school maladjustment expressed itself throughout the school careers of the boys, especially among the delinquents, largely by truancy, that it is, running away from school and unpleasant reactions and adjustments, and toward more exciting activities.

In this recent study by Sheldon and Eleanor Glueck the grade placement of the delinquent group is found to

30 Sheldon and Eleanor Glueck, *Juvenile Delinquents Grown Up* (New York: The Commonwealth Fund, 1940), p. 111.

31 Sheldon and Eleanor Glueck, *Juvenile Delinquents Grown Up* (New York: The Commonwealth Fund, 1940), p. 122.

be a year behind that of the non-delinquents, though the bulk of them were the same age when they entered the first grade and were matched by intelligence quotients. All the delinquents in this study are persistent, or chronic delinquents. The Gluecks found partial explanation for the grade retardation of the delinquent group, in the frequent moving of their families and the fact that the delinquents had spent time out of school in corrective institutions where there was no formal schooling. However, both of these factors combined are not enough to account for their retardation.³³

The two groups, delinquents and non-delinquents, in the Gluecks' study are matched for intelligence. Intelligence quotients found in schools and social agencies are not used by the Gluecks, because they correspond so poorly with the intelligence quotients obtained by the Gluecks who use both verbal and non-verbal forms of the Wechsler-Bellevue Scale.³⁴ By the use of both the verbal and non-verbal forms of the Wechsler-Bellevue Scale, the intelligence quotients of the delinquent group are found to be equal to the general population. The delinquent group, however, does show less aptitude for

³³ Ibid., pp. 133-38.

³⁴ Ibid., p. 33.

the Vocabulary, Information, and Comprehensive sections of the test than the non-delinquent group. The delinquent group resembles the non-delinquent group in their scores on Similarities, Arithmetic Reasoning, and Memory Span for Digits.³⁵

In Unraveling Juvenile Delinquency the Gluecks reach a tentative "causal formula or law."

The delinquents as a group are distinguishable from the non-delinquents: (1) physically, in being essentially mesomorphic in constitution (solid, closely knit, muscular); (2) temperamentally, in being restlessly energetic, impulsive, extroverted, aggressive, destructive (often sadistic)--traits which may be related more or less to the erratic growth pattern and its physiologic correlates or consequences; (3) in attitude, by being hostile, defiant, resentful, suspicious, stubborn, socially assertive, adventurous, unconventional, non-submissive to authority; (4) psychologically, in tending to direct and concrete rather than symbolic, intellectual expression, and in being less methodical in their approach to problems; (5) socio-culturally, in having been reared to a far greater extent than the control group in homes of little understanding, affection, stability, or moral fibre by parents usually unfit to be effective guides and protectors or, according to psychoanalytic theory, desirable sources for emulation and the construction of a consistent, well-balanced, and socially normal superego during the early stages of character development. While in individual cases the stresses contributed by any one of the above pressure areas of dissocial-behavior tendency may adequately account for persistence in delinquency. In general the high probability of delinquency is dependent upon the interplay of the conditions and forces from all these areas.

³⁵ Ibid., p. 207.

In the exciting, stimulating, but little-controlled and culturally inconsistent environment of the underprivileged areas, such boys readily give expression to their untamed impulses and their self-centered desires by means of various forms of delinquent behavior. Their tendencies toward uninhibited energy-expression are deeply anchored in soma and psyche and in the malformation of character during the first few years of life.³⁶

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of this thesis will be organized under the following chapter headings: procedure, sources of the data, and groups studied; results of the data from court records compared with the school year; results of the data from school records; and summary, conclusions, and recommendations.

³⁶ Ibid., pp. 281-82.

CHAPTER II

PROCEDURE, SOURCES OF THE DATA, AND GROUPS STUDIED

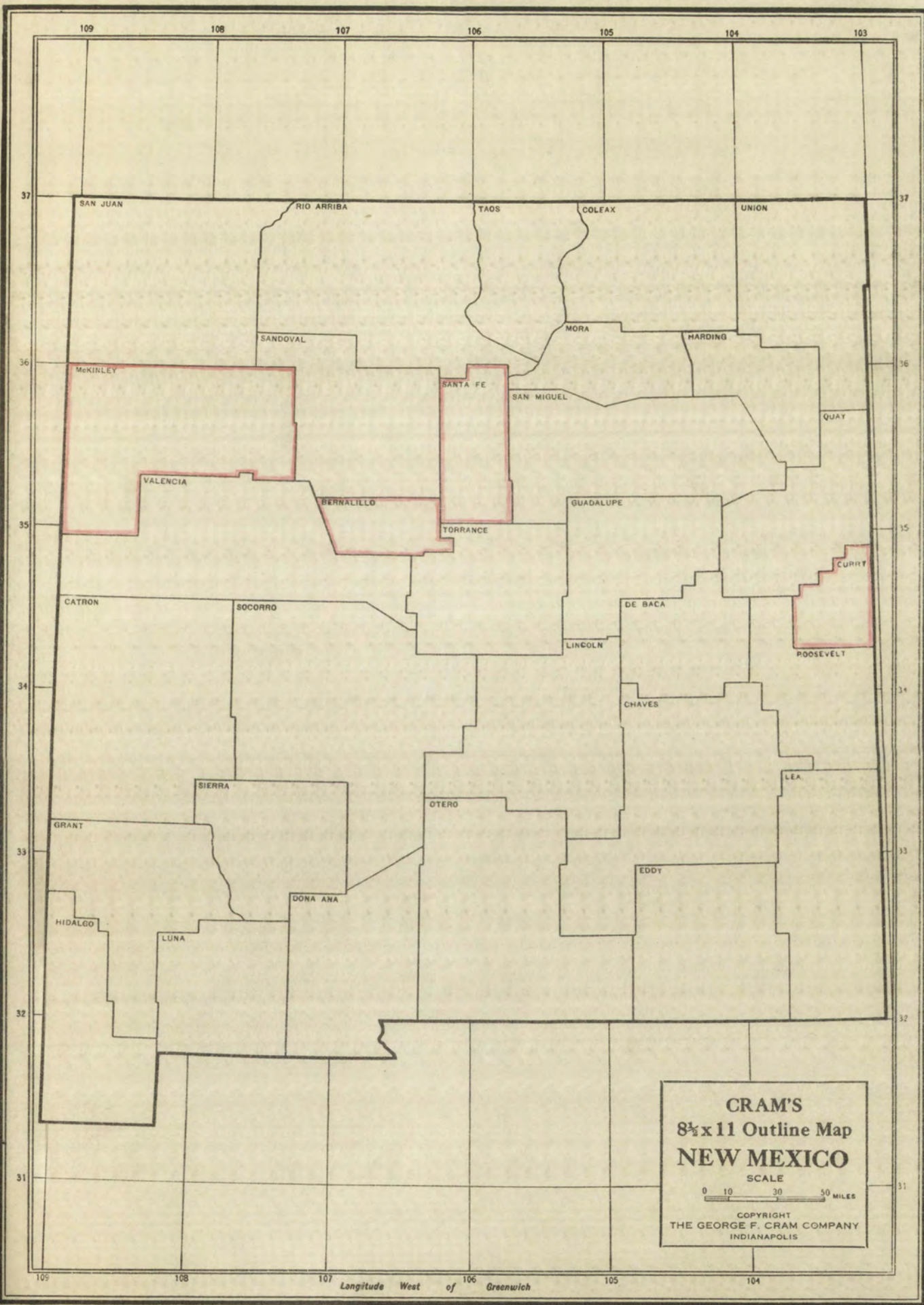
When the problem of this study was submitted to the faculty of the College of Education for approval, it was accepted on a tentative basis because it was not known at that time whether permission to use the necessary records could be obtained.

I. THE PROCEDURE AND SOURCES OF THE DATA

Four dispersed counties were selected from which it was hoped to gather data. In choosing these counties two qualifications were kept in mind: (1) the counties chosen must be ones that kept records which were available of juvenile offenses and (2) the counties selected must be densely populated compared with other counties in the section of the state in which they were located.

The geographical location of the four counties used for this study is as follows: Curry County is in the southeastern section of the state; Bernalillo County is centrally located; Santa Fe County is situated north centrally; and McKinley County is near the western border of the state.

Permission was granted by the District Judge, who



CRAM'S
8½ x 11 Outline Map
NEW MEXICO

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Longitude West of Greenwich

THE
MUSEUM OF
THE
MOUNTAIN STATES

presides over the juvenile court, for the use in this study of the sealed juvenile delinquent files of Bernalillo County for the calendar year 1949. Later, permission was granted for the use of the 1949 juvenile delinquent files in Curry County, Santa Fe County, and McKinley County by the District Judges presiding over the juvenile courts in those counties.

At the beginning of this investigation county, city, town, and village school superintendents were interviewed in an effort to gather complete data on grade placements and intelligence quotients of every delinquent included in this investigation. This plan was modified because it was found that almost none of the county, town, or village school systems had intelligence testing programs in effect. To travel to each town and village in which a delinquent resided to obtain only grade placements was considered impractical. Therefore, it was decided to gather data only from four urban school systems, one in each of the four counties.

With the permission of the city school superintendents, information was obtained from the following school systems: (1) the Clovis Municipal Schools, Curry County, (2) the Albuquerque Public Schools, Bernalillo County, (3) the Santa Fe Municipal Schools, Santa Fe County, and (4) the Gallup Municipal Schools, McKinley County.

In addition to the data gathered from the four urban school systems listed above, in some instances grade placements and intelligence quotients found in court records are included. Among these data are some grade placements from parochial and county schools and two intelligence quotients reported to the court by psychiatrists.

After an initial trip to Santa Fe to obtain permission to use the Santa Fe County juvenile delinquency files, successive trips were made to collect the data from both the court records and the school systems. Similar permission was granted to use the McKinley County juvenile delinquency files, and a two-day trip was made to Gallup to assemble the data from both the court records and the school systems. One three-day trip was made to Clovis to gather information from the juvenile delinquency files in the Curry County court house and from the Clovis Municipal School System. Data for Bernalillo County were gathered from the juvenile delinquency files of the Bernalillo County court house in Albuquerque, some records at the Central Office of the Albuquerque Public School System, and some records in the offices of the elementary schools in Albuquerque.

The problem of locating the data were different in each court house and school system because of differences

MEMORANDUM

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Subject: [Illegible]

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The enclosed is for your information and is not to be distributed outside of your office.

in methods of recording and administrative practices. For example, in Curry County it is a court rule that only the child's name, followed by the date and the offense of juvenile delinquency is recorded. This necessitated searching all the 1949 records in the County Sheriff's office, through which all juvenile delinquency cases are handled, for the nature of the offense, the exact date of offense commitment, the child's age, sex, and address.

The data gathered from the Clovis Municipal School System were obtained from the superintendent's office, the visiting teacher, and the records in the principals' offices of the high school, junior high school, and two of the grade schools. The information from the Albuquerque Public School System was secured from the school psychologist's office, and records in the offices of four grade school principals. School data in Santa Fe were obtained from the Office of the Director of Guidance and Counseling and records in some of the school principals' offices. In Gallup information was gathered from the Office of the City Superintendent of Schools, records in the offices of the high school principal, the junior high school principal, and one grade school principal, and from the attendance officer who is also the Elementary supervisor.

All data were recorded on 3" x 5" cards. These

data include the delinquent child's name, age, address, sex, nature of offense or offenses in 1949, and the month and day committed, grade placement at the time of the first offense in 1949, intelligence quotient, and disposal of the case, for example, paroled to parents, committed to Springer, committed to Girls' Welfare Home, or dismissed. If the child was known not to attend any school at the time the delinquent offense was committed, this information was written in the space designated for grade placement.

The grade placement for the general school population was determined by inspection of the 1948-49 Annual School Reports, Page 4, sent to the Office of the State Superintendent of Instruction, Capitol Building, Santa Fe, by the four urban school systems. The grade placement for the general school population of six-year-olds in a given school system was estimated by listing all the grades in which six or more children of that age were enrolled. A like procedure was used for each year from ages seven through seventeen. The age-grade placements of the general school population in the four selected school systems were then combined. Lines of best fit were used to estimate roughly the grade placements of the general school population in the four combined selected school systems. What was true of one school

system was not necessarily true of another. The arbitrary figures of six, seven, and eight used as cut-off were not necessarily in equal proportion to the number of children enrolled in the schools.

This method was used in estimating the grade placement of the general school population in the four selected school systems because the data on the delinquents enrolled in the four school systems were combined. Though this rough estimate of the general school population makes a margin of grades too wide for each age, it does not distort the data on the delinquents to the extent that totaling, averaging, and cutting off at the ± 2.5 would have distorted them.

All four school systems practice social promotion to varying extents.

II. GROUPS STUDIED

The groups studied consisted of 475 children, from the age of 6 to 17 years inclusive, from the four selected counties, whose juvenile offenses were either persistent enough or serious enough to reach the district courts.

There were thirty-nine delinquents, who committed 41 offenses, from Curry County;³⁷ 374 delinquents from

³⁷ Table I, p. 34.

system was not necessarily true of students. The majority
figures of six, seven, and eight used in our study were
necessarily in equal proportion to the number of children
enrolled in the schools.

This method was used in estimating the
placement of the general school population in the
selected school systems because the data on the
parents enrolled in the four school systems were
Though this rough estimate of the general school
plan makes a margin of error for the schools, it
does not distort the data on the children in the
that totaling, averaging, and sorting out
would have distorted them.

All four school systems were used in this study
to varying extent.

III. SCHOOL SYSTEMS

The groups studied consisted of 1,200 children
the age of 6 to 12 years inclusive, who were
countries, whose parents often worked in
enough or serious enough to reach the
There were thirty-nine children
of children, for every country.

Bernalillo County who committed 481 offenses;³⁸ from Santa Fe County there were fifty-four offenses committed by 52 delinquents;³⁹ and ten offenses committed by 10 delinquents in McKinley County.⁴⁰ The cases which came before the courts, where the legal residence of the delinquent was known to be in some other county or state, were not included in this study; nor were those for which less than four facts could be found, i.e., the date of offense commitment, kind of offense, name, and address. The cases that came before the court, but in which the date of offense commitment could not be found, were not included in the data of this study.

Of the 475 delinquents from the four counties, as shown in Table V,⁴¹ 414 are boys, 43 are girls, and the sex of 18 is not known. The number of boys from all counties who resided in urban areas is 330 and the number of girls is 42. Including the four selected counties the number of boys who live in villages or rural areas is 82, and the number of girls is 1. The total number of girls and boys from urban areas is 372 and from villages and rural areas is 83. The places of

³⁸ Table II, p. 36.

³⁹ Table III, p. 37.

⁴⁰ Table IV, p. 38.

⁴¹ Table V, p. 39.

residence of 20 is not known.

The ages of 457 of the total 475 delinquents ranges from six to seventeen inclusive, as illustrated in Figure 1.⁴² The ages of 18 are not known.

Records of truancy are kept by all the schools studied but are not included in this investigation, since only persistent cases which reached the courts are included. The court records which list truancy as one of two or more offenses committed on a single date are not included in these data as truancy offenses. For example, a delinquent was charged with burglary, incorrigibility, and truancy, in that order.

In the four selected counties in 1949, twenty-seven delinquents were brought before the juvenile courts on 33 single charges of truancy. A twenty-eighth delinquent brought before the juvenile court on a single charge of truancy is not included in the data of this study because it was learned from school authorities that it was necessary to remove the child from an impossible home environment and it was thought a charge of truancy would be the least harmful to the child.

Records are available showing the grade placement of 265 of the 475 delinquents. Known not to be in any school at the time of juvenile offense commitment in

⁴² Figure 1, p. 30.

residence of 20 is not known.

The ages of 45V of the total 45V are as follows:
From six to seventeen inclusive, no information is available.
1.48 The ages of 18 are not known.

Records of truancy are kept in the following manner:
Records are not included in this report, but are available
only persistent cases which record the truancy in the
index. The court records which list truancy are not
two or more offenses committed on a single day are not
included in these data on truancy statistics. For example,
a delinquent was charged with truancy, but was not
and truancy, in that order.

In the four selected counties in 1940, 1941,
seven delinquencies were brought before the juvenile court
counts on 33 single charges of truancy, and 1942-1943
delinquency brought before the juvenile court in a total
charge of truancy is not included in this report. This
study because it was learned from a study of the
that it was necessary to remove the truancy from the
possible home environment and it was found that
truancy would be the least harmful to the child.
Records are available showing the total number
of 200 of the 45V delinquency, truancy, and
school at the time of juvenile offense statistics in

Number of cases

100
95
90
85
80
75
70
65
60
55
50
45
40
35
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25
20
15
10
5

6 7 8 9 10 11 12 13 14 15 16 17
Years of age

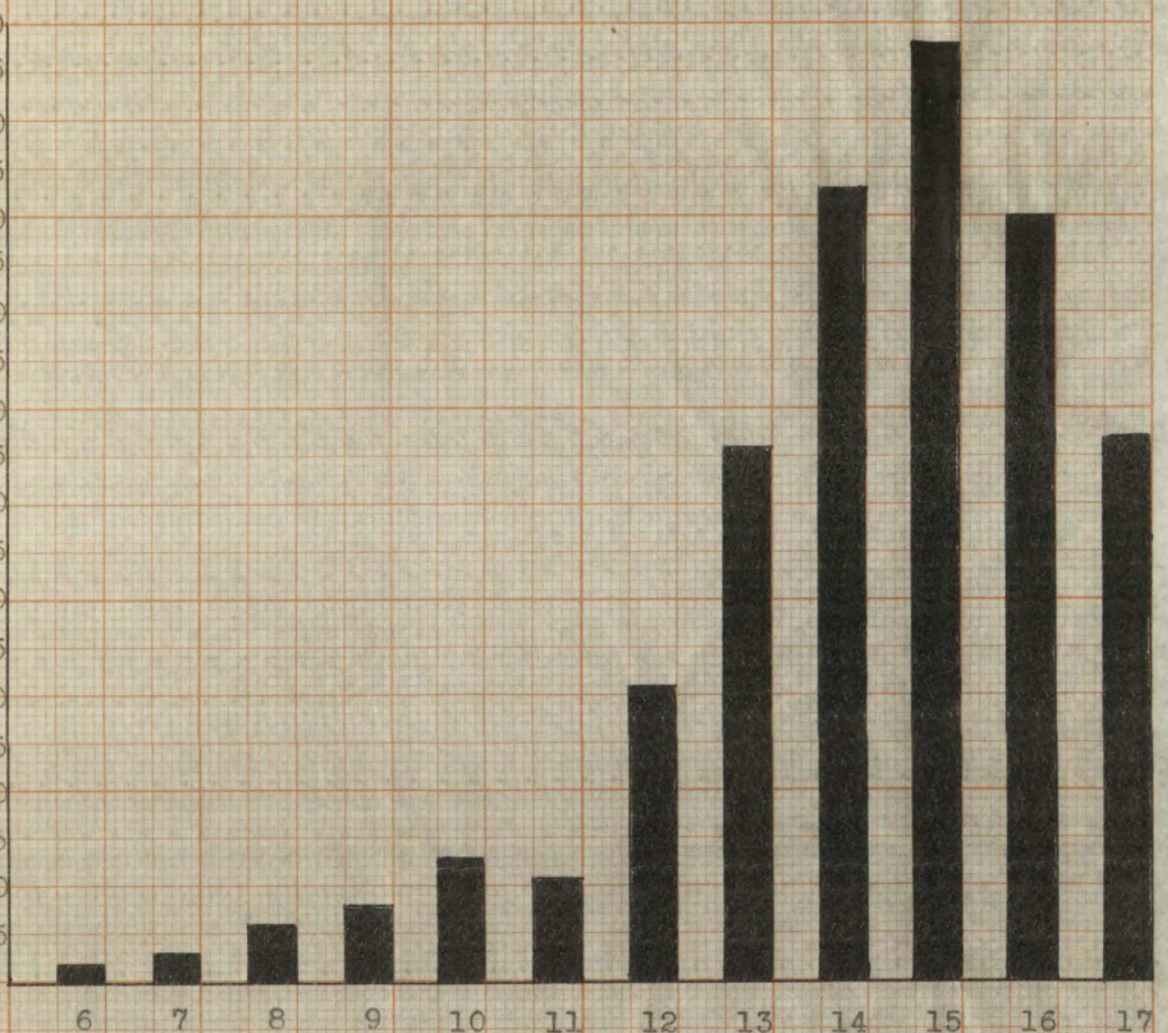


FIGURE 1

DISTRIBUTION OF THE AGES OF 457
JUVENILE DELINQUENTS

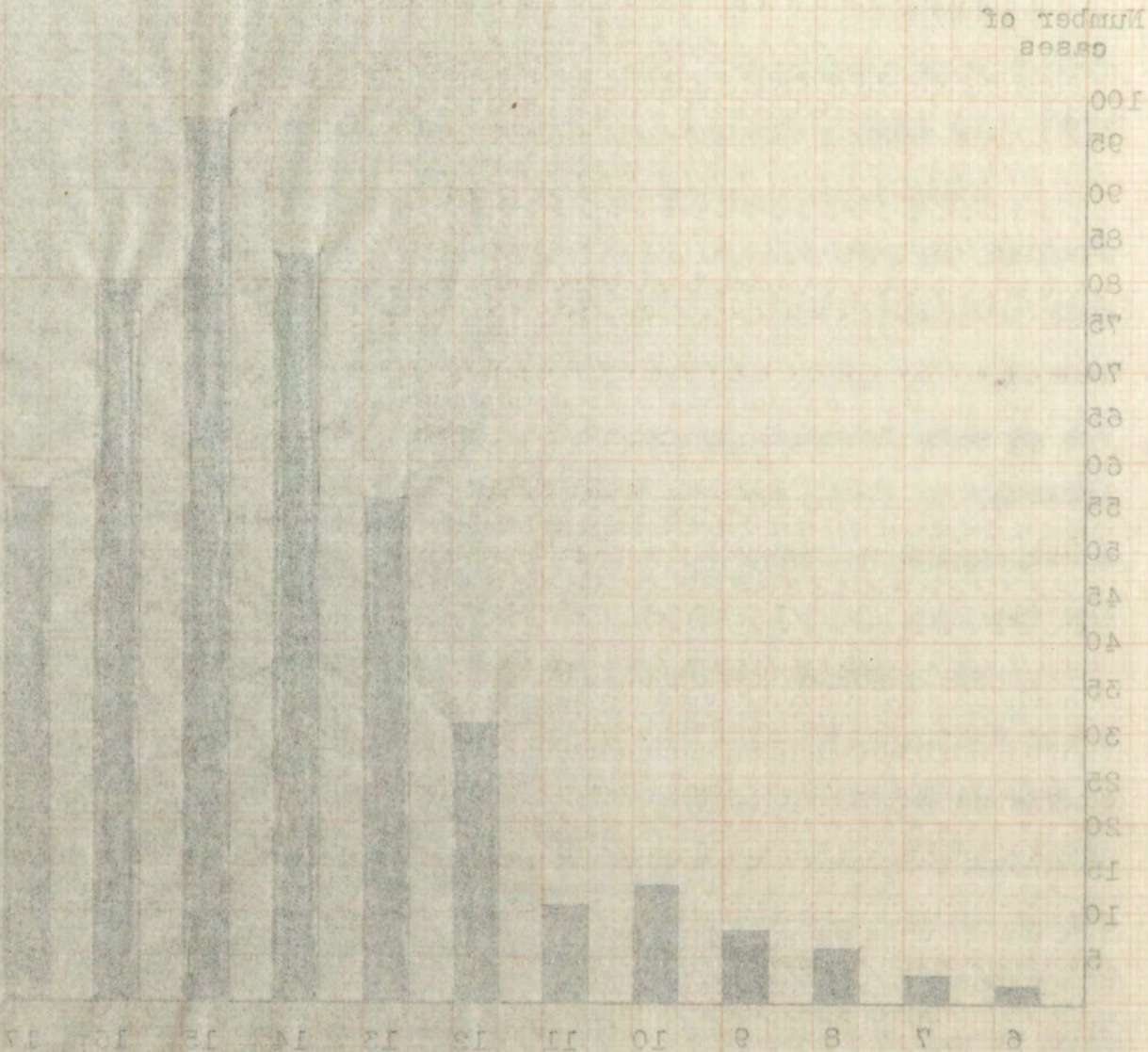


FIGURE 1

DISTRIBUTION OF THE AGES OF JUVENILE DELINQUENTS

1949 are 59 delinquents of the total groups studied. The grade placement of 176 delinquents was not found. A number of the 178 delinquents whose grade placement was not found resided in rural areas and villages. The place of residence and the child's age were the primary guides in locating the school attended by the delinquent in which to search records for his grade placement and intelligence quotient.

Each school has a different testing program in effect, but in general it was found that few intelligence tests are given before the eighth, ninth, or tenth grade levels. This is not always the case, however, as sporadic lists of intelligence tests are found in all school systems at the lower grade levels, though relatively few of the delinquents' intelligence quotients are found on these. More time was given, with less results, to this one aspect of the present study than any other. Of the 475 juvenile delinquents intelligence quotients were available for only 84. Included in the 84 are two taken from court records. The two intelligence quotients taken from court records and four of the intelligence quotients obtained from school records are from tests known to have been administered when it was doubted that the delinquent's mental ability was normal.

1909 and 1910 placements of the ...
placements of 170 delinquents ...
of the 170 delinquents whose ...
remained in rural areas and villages ...
dates and the child's age were ...
including the school attended by the delinquents ...
to secure records for the year ...
parents.

Each school has a different ...
effort, but in general it was ...
state are given below the ...
level. This is not always ...
list of intelligence tests ...
system at the lower grade ...
of the delinquents' ...
class. Very few were given ...
the record of the present ...
475 juvenile delinquents ...
results for only 31. Included ...
two cases though. The ...
from court records and ...
obtained for each record ...
have been abstracted when ...
intelligence records ...

CHAPTER III

RESULTS OF THE DATA FROM COURT RECORDS COMPARED WITH THE SCHOOL YEAR

In this chapter the results of the compiled data obtained from court records will be tabulated and, when practical, statistical formulas applied. Comparisons will be made with the results of the studies reviewed in Chapter I, Section III, Review of Related Literature.

I. TOTAL JUVENILE OFFENSES

The results of the data from each county studied are presented in Tables I,⁴³ II,⁴⁴ III,⁴⁵ IV.⁴⁶ Since it is not the purpose of this study to make comparisons between counties or one school system with another, none will be made. The offenses committed in the separate counties are presented discretely in order to show that the delinquency fluctuations in all the counties followed much the same trends. Studies cited in Chapter I deal with juvenile delinquency in one city or small area.

⁴³ Table I, p. 34.

⁴⁴ Table II, p. 36.

⁴⁵ Table III, p. 37.

⁴⁶ Table IV, p. 38.

Distinctions are made in the tables presented between the recidivistic offenses for the year 1949 and those which, for the year 1949, were first offenses. These data are insufficient to justify any conclusions relating to the frequency of recidivistic offenses because it is not known how many of the delinquents who had only one offense in 1949 had a previous record of delinquency.

The dates of opening and closing the schools for the summer vacations and Christmas holidays are specified on the tables of each county. The dates are those of the urban school system studied within the particular county tabulated. These dates are presented so that it can be seen that the use of the calendar months as statistical units of comparison does not greatly affect the total results. In order to compare the monthly fluctuations in the delinquency rate all months will be considered of equal length in statistical computations.

The tables present the counties in the order of their geographical location from east to west. Table I⁴⁷ shows the daily and monthly distribution of the juvenile offenses in Curry County in 1949. Of the 41 offenses, two were recidivistic. There was a total of 39 delinquents.

⁴⁷ Table I, p. 34.

The first of these is the fact that the
between the two sides of the coin is not
these which, for the most part, are
When taken into consideration, a
relating to the history of the
because it is not known to
has only one of these in
Belgium.

The date of origin and the
the exact nature of the
on the basis of the
which which, and which
related. These are the
seen that the use of the
units of comparison
results. It is
in the following
equal length in

The first of these is the fact that
their geographical
show the daily and
offices in
were established.

TABLE I

FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF JUVENILE
DELINQUENTS IN CURRY COUNTY IN 1949*

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	
1												2	
2													
3													
4													
5	1			2									
6												1	
7													
8		1									2		
9								1(1)					
10	1											2	
11								1			1		
12										2			
13													
14						4							
15													
16			1										
17			3										
18			2										
19											2		
20			1	3								1	
21													
22						1							
23			3(1)										
24													
25													
26													
27													
28													
29											2		
30													
31										1			
Totals	2	1	10(1)	5		5		2(1)		3	7	6	41(2)

Number of delinquents: 39

* Clovis Municipal Schools opened after Christmas vacation--Jan. 2, 1949

* Clovis Municipal Schools closed for summer vacation--May 20, 1949

* Clovis Municipal Schools opened after summer vacation--Sept. 2, 1949

* Clovis Municipal Schools closed for Christmas vacation--Dec. 23, 1949

() Recidivistic offenses

The daily and monthly distribution of juvenile offenses in Bernalillo County in 1949, is presented in Table II.⁴⁸ Of the 481 offenses committed by 374 juvenile delinquents 107 of them were recidivistic offenses.

The number of juvenile offenses for each day of each month in Santa Fe County in 1949 is shown in Table III.⁴⁹ Fifty-two delinquents committed 54 offenses two of which were recidivistic offenses.

McKinley County had 10 juvenile offenses brought before the court in 1949. The distribution of the 10 according to month and day is shown in Table IV.⁵⁰ Each of the ten was a first offense for the year 1949, committed by 10 delinquents.

The data from the four counties is totaled for each day of each month and presented in Table V,⁵¹ and illustrated in Figure 2.⁵² From the four counties there were 475 juvenile delinquents who committed 586 offenses, of which 111 were recidivistic offenses for the year 1949.

48 Table II, p. 36.

49 Table III, p. 37.

50 Table IV, p. 38.

51 Table V, p. 39.

52 Figure 2, p. 40.

The data in this report are based on the results of the experiments described in the preceding sections. The results are presented in Table II, III, and IV. The data show that the rate of reaction is affected by the concentration of the reactants and the temperature. The rate of reaction increases with increasing concentration and temperature. The data also show that the reaction is first order with respect to the concentration of the reactants. The activation energy of the reaction is determined to be 15.2 kcal/mole. The data are consistent with the proposed mechanism for the reaction.

Table II	48
Table III	49
Table IV	50
Table V	51
Table VI	52

TABLE II

FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF JUVENILE
DELINQUENTS IN BERNALILLO COUNTY IN 1949

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	
1	1	1	1	1	1	1	1		5 (5)	5	1 (1)		
2	1		1	1		2		1			2	5 (3)	
3		1	1		3	5				4 (1)		3	
4		1	1		5	5			3 (3)	5 (1)	2 (1)	5 (1)	
5		1 (1)	1 (1)	1	1	1	4 (1)	1	1 (1)	4 (1)	5	2	
6		1 (1)		2	1 (1)					3 (2)		2	
7		1	1	1	7	3 (1)	1			3 (1)	1	3 (1)	
8	1	1	1	1 (1)	1	3 (1)			2	4 (1)	1 (1)	4 (2)	
9		2 (1)		6 (1)	1	1	1		2	2 (2)	3 (1)		
10	1		2							4 (2)		1	
11	2	1	1	5 (3)	1	1				3 (1)	2 (1)		
12					1			4 (2)		1	1	4 (2)	
13				1			2	3		2	2	1	
14		1 (1)		3	3	3 (1)	3 (1)		3	4 (1)		4 (1)	
15	3		1 (1)				1	1		9 (2)			
16				2		2	9	2 (1)	2 (1)	9 (4)			
17	1	4	4		3	3	2 (1)		2				
18				1		3 (2)			3	9 (2)		2	
19	5	3	3	1 (1)	1				1	2 (1)			
20		1	1	2	2	2		4 (1)	3		4 (4)	2	
21		5	5	5 (1)	1	4 (2)	6		1 (1)	1	3 (2)	2	
22	1	2	4		1	1	1	2					
23	1	1	3	2	2		1 (1)	3 (1)	4 (1)			1 (1)	
24	3 (1)	3		8	3 (2)	4	4	1 (1)		4	1 (1)	1	
25	6 (1)	7	3 (1)	2	2	2 (1)							
26	2 (2)	1					1	1 (1)				1 (1)	
27				1 (1)		2 (2)	2		1	1			
28	1	4			5 (1)				1	2 (1)			
29		1	1	3 (1)	1	1		3 (1)			3 (1)	2	
30				4		1	2		1			1 (1)	
31					3								
Totals	29 (3)	24 (3)	33 (3)	31 (7)	53 (3)	51 (14)	40 (4)	27 (9)	36 (12)	30 (22)	31 (13)	46 (14)	481 (107)

Number of delinquents: 374

- * Albuquerque Public Schools opened after Christmas vacation--Jan. 2, 1949
- * Albuquerque Public Schools closed for summer vacation--Jun. 3, 1949
- * Albuquerque Public Schools opened after summer vacation--Sept. 1, 1949
- * Albuquerque Public Schools closed for Christmas vacation--Dec. 21, 1949

() Recidivistic offenses

TABLE III

FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF JUVENILE
DELINQUENTS IN SANTA FE COUNTY IN 1949*

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
1		1						3	1	1(1)	1(1)	
2												
3									4			
4									3	2		
5											2	2
6												
7												
8											2	
9												
10												
11						1						
12							1					
13									3	2		
14							1		1			
15												
16									2			
17												
18									1			
19												
20								1	3			
21												
22									1			
23												1
24												
25												
26												1
27												
28												
29												
30												
31												
Totals	1	5	1	1	1	4	4	5	19	9(1)	5(1)	4
						3				4		54(2)

Number of delinquents: 52

* Santa Fe Municipal Schools opened after Christmas vacation--Jan. 2, 1949

* Santa Fe Municipal Schools closed for summer vacation--May 27, 1949

* Santa Fe Municipal Schools opened after summer vacation--Sept. 4, 1949

* Santa Fe Municipal Schools closed for Christmas vacation--Dec. 17, 1949

() Recidivistic offenses

TABLE IV

FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF JUVENILE DELINQUENTS IN MCKINLEY COUNTY IN 1949

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
1												
2									2			
3			2									
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18				1								
19												
20												
21												
22				1								
23				1								
24										2		
25												
26												
27												
28												
29												
30												
31												1
Totals			3	3						2		10 (0)

Number of delinquents: 10

- * Gallup Municipal Schools opened after Christmas vacation--Jan. 2, 1949
- * Gallup Municipal Schools closed for summer vacation--May 27, 1949
- * Gallup Municipal Schools opened after summer vacation--Sept. 6, 1949
- * Gallup Municipal Schools closed for Christmas vacation--Dec. 17, 1949

() Recidivistic offenses

TABLE V

FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF JUVENILE DELINQUENTS IN ALL THE SELECTED COUNTIES IN 1949

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	
1	1	1		1		1		3	6(5)	6(1)	2(2)	2	
2	1			1		2(1)		1	4	2	2	5(3)	
3		1	3		3	5			3	6(1)		3	
4			1			5			3(3)	5(1)	2(1)	5(1)	
5	1		1(1)	2	1	1	4(1)	1(1)	1	4(1)	7	4	
6		1(1)			2	1(1)				3(2)		3	
7			1	1	7	3(1)	1			3(1)	1	3(1)	
8	1	1	1	1(1)	1	3(1)			2	4(1)	5(1)	4(1)	
9		2(1)			6(1)	1	1	1(1)	2	2(2)	3(1)		
10	2		2							4(2)		3	
11	2	1	2	5(3)	1	1		1		3(1)	3(1)		
12					1	1	1	4(2)		3	1	4(2)	
13				1		2	2	3	3	4	2	1	
14				3	3	7(1)	3(1)	1	4	4(1)		4(2)	
15	4		1(1)				1	1		9(2)			
16			1		3	3	9	2(1)	4(1)	9(4)			
17	1		7		3	3	2(1)		2				
18			2	2		3(2)		4	4	9(2)		2	
19	5		3		1(1)	1			1	2(1)	2		
20			2	3	2	2		5(1)	6		4(4)	3	
21			5	5(1)	1	4(2)	6		1(1)	1	3(2)	2	
22	1	2	4	1	1	1	1	2	1				
23	1	1	6(1)	2	2		1(1)	3(1)	4(1)			2(1)	
24	3(1)	3		1	6	5(2)	4	1(1)		4	1(1)	1	
25	6(1)	7	3(1)	2	3	2(1)							
26	2(1)	5					1	1(1)				2(1)	
27				1(1)		2(2)	2		1	1			
28	1	4			5(1)			1	2(1)	1			
29			1	3(1)	1	1	3(1)			5(1)	2		
30			4			1	2		1			1(1)	
31			1		3		3			5			
Totals	32(3)	30(3)	47(4)	39(7)	54(3)	58(14)	44(4)	34(10)	55(12)	94(23)	43(14)	56(14)	586(111)

() Recidivistic offenses
 Number of delinquents: 475

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1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research.

2. The second part of the report is a detailed description of the methods used in the study. This includes a description of the experimental design, the data collection procedures, and the statistical methods used for data analysis.

3. The third part of the report is a presentation of the results of the study. This includes a description of the data, a discussion of the findings, and a comparison of the results with previous research.

4. The fourth part of the report is a discussion of the implications of the findings. This includes a discussion of the theoretical implications of the results and the practical implications for policy and practice.

5. The fifth part of the report is a conclusion and a list of references. The conclusion summarizes the main findings of the study and provides a final statement on the significance of the research. The references list the sources of information used in the study.

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Number of
offenses

100

95

90

85

80

75

70

65

60

55

50

45

40

35

30

25

20

15

10

5

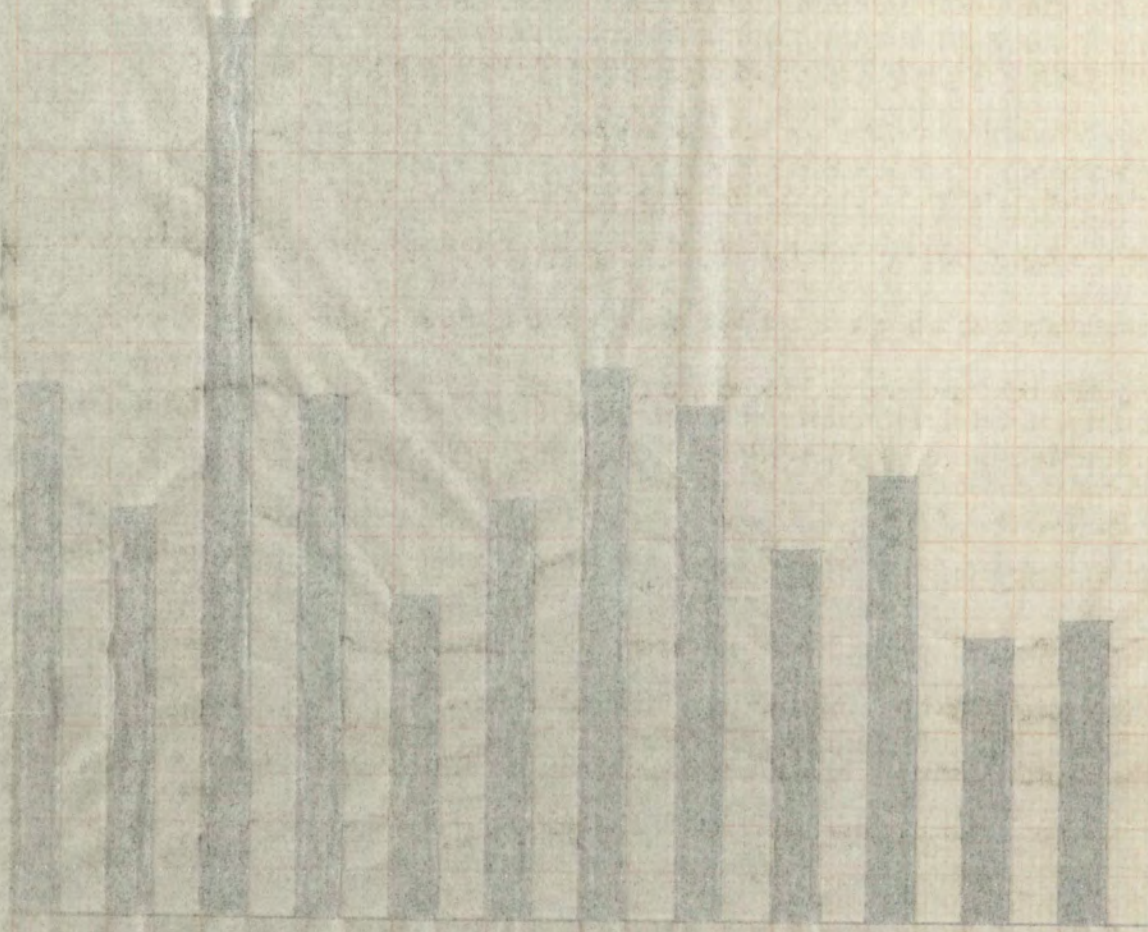
Jan. Feb. Mar. Apr. May Jun. Jul. Aug. Sept. Oct. Nov. Dec.
Months of the calendar year

FIGURE 2

MONTHLY DISTRIBUTION OF THE TOTAL 586
JUVENILE OFFENSES

Number of offenses

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5



Jan. Feb. Mar. Apr. May Jun. Jul. Aug. Sept. Oct. Nov. Dec.
Months of the calendar year

FIGURE 2

MONTHLY DISTRIBUTION OF THE TOTAL 586
JUVENILE OFFENSES

Table V shows in the month of January there were 32 offenses, three of which were second offenses. February with 30 offenses shows the smallest number for any month of the calendar year. Three of the offenses in February were recidivistic offenses. In March there were 47 and four of these were second offenses. April shows 39 offenses, seven of which were recidivistic offenses. There was a rise in May to 54 offenses, with three of these second or more offenses. The month with the second largest number of offenses was June with 58 offenses, 14 of which were recidivistic offenses. In July the number of offenses dropped to 44, with four of these recidivistic offenses. August, the month with the second lowest number of offenses for the calendar year, shows a drop again to 34 offenses, ten of which were recidivistic offenses. There is a rise in September to 55 offenses, twelve of which are second offenses. October shows a sharp rise and has the largest number of offenses for any month of the calendar year with 94 offenses, 23 of which are recidivistic offenses. There was an even sharper decline in November to 43 offenses, with 14 of these recidivistic offenses. December shows a rise with 56 offenses, 14 of which are second or more offenses.

The mean number of offenses per month for the months school was in session was 50. The mean monthly

2018 7 10
The text on this page is extremely faint and illegible. It appears to be a list or a series of entries, possibly related to a historical record or a collection of documents. The text is mirrored across the page, suggesting it might be bleed-through from the reverse side or a very low-quality scan of a document. No specific words or numbers can be discerned.

number of offenses for the summer months was 45.

As presented in Table VI,⁵³ the three consecutive monthly period with the lowest mean number of offenses is January, February, March, with a monthly mean of 36 offenses. The period of three consecutive months with the second lowest mean number of offenses is July, August, September, with a monthly mean of 44 offenses. The three-months consecutive period with the highest mean number of offenses is October, November, December, whose monthly average is 64 offenses. The period of three consecutive months with the second highest monthly mean is May, June, July, with 52 offenses. July was also included in the period with the second lowest monthly mean.

The monthly mean for the total group for the months school was in session was 50 offenses and for the summer months when school was not in session it was 45 offenses. The three consecutive monthly period with the lowest and highest mean number of offenses were both within the school year. The period with the second lowest monthly mean was composed of two summer months and one school month. The second highest monthly mean period consisted of two summer months and one school month.

⁵³ Table VI, p. 43.

TABLE VI

A SUMMARY OF THE 1949 SCHOOL MONTHS AND SUMMER MONTHS WHICH COMPRISE THE PERIODS OF THREE CONSECUTIVE MONTHS WITH THE LOWEST, SECOND LOWEST, HIGHEST, AND SECOND HIGHEST MEAN MONTHLY JUVENILE OFFENSES

	Monthly Means	School Months	Summer Months
TOTAL GROUP	49		
Lowest Mean	36	January-February-March	
Second Lowest Mean	44	September	July-August
Highest Mean	64	October-November-December	
Second Highest Mean	52	May	June-July
IN-SCHOOL GROUP	27		
Lowest Mean	23	September	July-August
Second Lowest Mean	25	February-March-April	
Highest Mean	34	October-November-December	
Second Highest Mean	28	March-April-May	
OUT OF SCHOOL GROUP	6		
Lowest Mean	3	January-February-March	
Second Lowest Mean	4	September	July-August
Highest Mean	9		April-May-June
Second Highest Mean	9	October-November-December	
OFFENSES OF TOTAL GROUP MINUS TRUANCY	46		
Lowest Mean	30	January-February-March	
Second Lowest Mean	43	September	July-August
Highest Mean	61	October-November-December	
Second Highest Mean	51	May	June-July
OFFENSES OF IN-SCHOOL GROUP MINUS TRUANCY	25		
Lowest Mean	20	January-February-March	
Second Lowest Mean	21	September	July-August
Highest Mean	31	October-November-December	
Second Highest Mean	27	May	June-July

II. OFFENSES OF DELINQUENTS KNOWN TO BE IN SCHOOL

Of the total group of 475 delinquents the grade placement was found for 265. As shown in Table VII,⁵⁴ these 265 known to be in school committed 328 offenses during the calendar year 1949. Of the 328 offenses committed by the delinquents known to be in school 63 represented recidivistic offenses. Table VII shows the daily and monthly distribution of both the total offenses and the recidivistic offenses for this group.

In January there are 22 offenses, two of which are recidivistic. In February 20 offenses were committed and one of these is a recidivistic offense. March shows 34 offenses, with three of them second or more offenses. There are 21 offenses in April, five of which are recidivistic. May shows a rise to 29 offenses, two of which are second or more offenses. In June there are 30 offenses, of which seven are recidivistic offenses. July shows a drop to 23 offenses, with four of them second or more offenses. August has 23 offenses, six of which are recidivistic offenses. In September there are 22 offenses and six of them are recidivistic. In October there is a sharp rise to 50 offenses, ten of which are recidivistic offenses. There is a sharp drop in November

⁵⁴ Table VII, p. 45.

TABLE VII
FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF THE JUVENILE
DELINQUENTS KNOWN TO BE IN SCHOOL IN 1949

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.
1	1			1		1		2	3(3)	5(1)	1	1
2	1					1			1		2	3(3)
3			1		2	4				3		2
4			1			1				3	2(1)	2
5	1		1(1)			1	4(1)			1	2	1
6						1(1)				2(1)		2(1)
7			1	1	2	1				1		2(1)
8	1	1	1			3(1)			1	2	2(1)	2(1)
9		1		3				1(1)		2(1)	2	
10	1		2							3(2)		3
11	1		2	4(3)				1		3(1)	2	
12					1			3(1)				2
13							1	3	2	1		1
14		1(1)		2	3	4(1)	3(1)	2	4			4(2)
15	2		1(1)				1	1		3		
16		1			1	1	1	2(1)	1	4(2)		
17		5		3	2	2	2(1)		2			
18				2	1				2	7(2)		1
19	4		2		1(1)					2(1)		
20		2	2		1			3(1)	2		2(2)	2
21		5	5(1)	1	2(1)	5			1(1)	1	2(2)	
22		1	4		1	1	1	2				
23	1	1	2		1	1(1)	2		3(1)			1(1)
24	2(1)	3		1	4	1				3		
25	5(1)	4	3(1)	2	1	1(1)						
26	1	5						1(1)				2(1)
27			1(1)		2(2)	2			1			
28	1	3		5(1)					1(1)			
29			2		1			2(1)		3(1)	2	
30							2					1(1)
31				2								
Totals	22(2)	20(1)	34(3)	21(5)	29(2)	30(7)	23(4)	23(6)	22(6)	50(10)	19(7)	34(10) 328(63)

Number of delinquents: 265
() Recidivistic offenses

to 19 offenses, with seven of them recidivistic offenses. December shows a rise to 34 offenses, ten of which are recidivistic offenses.

The average number of monthly offenses for the group known to be in school at the time of offense commitment is 28 for the months school is in session and is 25 for the summer months when school is not in session. The period of three consecutive months with the lowest mean number of offenses is July, August, September, with an average of 23 offenses. These months differ from the total group, as shown in Table VI,⁵⁵ for which the consecutive three-months period with the lowest mean was January, February, March. The period of three consecutive months with the second lowest mean for the group known to be in school is February, March, April, with a mean of 25. The three consecutive monthly period for the total group with the second lowest mean covered July, August, September.

The three consecutive monthly period with the highest mean number of offenses for the group known to be in school, as presented in Table VII,⁵⁶ is composed of October, November, December, with a mean of 34. It should be noted that November is included in this period,

⁵⁵ Table VI, p. 43.

⁵⁶ Table VII, p. 45.

with the lowest number of offenses of any calendar month. These months are the same as those for the total group, with the highest mean for a like period.

The three consecutive monthly period with the second highest mean is March, April, May, whose monthly average is 28 offenses. March and April are both in the period with the lowest mean. The period for the total group, as shown in Table VI,⁵⁷ with the second lowest mean number of offenses comprises May, June, July.

The mean monthly offenses for the group known to be in school for the months school is in session is 28 offenses and for the summer months when school is not in session the mean is 25. The three consecutive monthly period with the lowest mean number of offenses consists of two summer months and one school month. The period with the second lowest monthly mean is composed of three school months. Three school months comprise the period with the highest mean monthly offenses. The period with the second highest monthly average consists of three school months.

III. OFFENSES OF DELINQUENTS KNOWN NOT TO ATTEND SCHOOL

Of the total 475 juvenile delinquents in this

⁵⁷ Table VI, p. 43.

with the lowest number of ...
These results are the same as ...
with the highest mean for ...
The first successful ...
second highest mean in ...
average is 80 percent ...
period with the lowest mean ...
group, as shown in Table VI ...
many number of ...
The mean monthly ...
be in school for the ...
attendance and for the ...
condition the mean in ...
period with the lowest ...
of two separate months ...
with the second lowest ...
school months. Three ...
with the highest mean ...
the second highest ...
school months.

LET. ...
Of the total ...

study 59 were known not to attend school at the time of the offense commitment in 1949. These 59 delinquents committed 74 offenses of the total 586 offenses for the year 1949, fifteen of which are recidivistic offenses.

The monthly distribution of the offenses of the delinquents known not to attend school at the time of offense commitment is shown in Table VIII.⁵⁸ January with one offense has less than any other month. There are 4 offenses committed in February and March. In April there are 8 offenses, one of which is a second offense for the year 1949. May has the second highest number of offenses for the entire year with 10 and one of these is a recidivistic offense. The number of offenses for June is 9, with three of these recidivistic offenses. In July the number of offenses dropped to 3. August shows 5 offenses, two of which are recidivistic offenses. September has 4 offenses, two of which are second or more offenses. In October there are 9 offenses, with three of them recidivistic. November shows 3 offenses, one of which is a recidivistic offense. The month with the largest number of offenses for this group of delinquents is December with 14. Two of these are recidivistic offenses. The mean monthly offenses for the months

⁵⁸ Table VIII, p. 49.

TABLE VIII
FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF THE JUVENILE
DELINQUENTS KNOWN NOT TO BE IN SCHOOL IN 1949

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	
1													
2						1(1)		1				2	
3			1			1				1(1)		1	
4									2(2)	1(1)		3(1)	
5					1			1(1)		1(1)	2	1	
6					1							1	
7					1	1(1)				1		1	
8												1	
9					3(1)	1							
10													
11		1		1		1							
12							1					1(1)	
13													
14						1		1	1				
15										2			
16										1			
17													
18						1(1)						1	
19						1							
20						1					1(1)	1	
21													
22	1	1											
23			1	2					1			1	
24							1	1(1)		1			
25		1			1								
26													
27													
28		1											
29				1(1)	1								
30				4									
31			1		1								
Totals	1	4	4	8(1)	10(1)	9(3)	3	5(2)	4(2)	9(3)	3(1)	14(2)	74(15)

Number of delinquents: 99
() Recidivistic offenses

school is in session is 6 and for the summer months 6.

Table VI⁵⁹ shows the three consecutive monthly period with the lowest number of offenses, for the group known not to attend school, is January, February, March, with a monthly mean of 3. The period with the second lowest mean is July, August, September, with a monthly mean of 4. The three consecutive monthly period with the highest number of offenses is April, May, June, with a monthly mean of 9. October, November, December, comprise the period with the second highest number of mean monthly offenses, with an average of 9.

The three consecutive monthly periods with the lowest and second lowest monthly mean offenses for the group known not to attend school at the time of offense commitment are identical with those periods for the total group. The three consecutive months with the lowest mean fall within the school year. The period with the second lowest monthly mean consists of two summer months and one school month.

For the group known not to attend school, the periods with the highest and second highest monthly means differ from the total group, as shown in Table VI,⁶⁰ for the

⁵⁹ Table VI, p. 43.

⁶⁰ Table VI, p. 43.

selected in the session in the first year of the study.
Table VI shows the mean scores for the three groups
period with the lowest scores in the first year, the
known not to exceed 100, 100, 100, 100, 100, 100,
with a monthly score of 100. The mean scores for the
lowest mean in the first year, the mean scores for the
year of 100. The mean scores for the first year, the
highest number of children in the first year, the mean
monthly mean of 100. The mean scores for the first year,
the period with the lowest scores in the first year,
offense, with an average of 100.
The three groups, the lowest, the lowest, the lowest
lowest and second lowest scores in the first year, the
group known not to exceed 100, 100, 100, 100, 100,
commitment and highest scores in the first year, the
group. The three groups, the lowest, the lowest, the lowest
fall within the first year, the mean scores for the
lowest mean in the first year, the mean scores for the
school month.
Let the lowest mean in the first year, the lowest
one with the highest and lowest scores in the first year,
from the total group, a score of 100, 100, 100, 100, 100,

total group. The period with the highest monthly mean for the group known not to attend school is composed of two school months and one summer month. The period with the second highest monthly mean for the group known not to attend school is made up of three school months.

IV. TRUANCY OFFENSES

Of the total 586 juvenile offenses 33 are offenses brought before the court on the single charge of truancy, as presented in Table IX,⁶¹ Of the 33 truancy offenses six are recidivistic offenses.

The daily and monthly distribution of the 33 truancy offenses is given in Table IX. There are 4 offenses in January, one of which is a recidivistic offense. In February there are 7 offenses, with none of these a recidivistic offense. March shows 6 offenses, two of which are recidivistic. There are 2 offenses in April and 1 offense in May. Since school truancy could not be committed during the summer, because the work offered during the summer months by the selected school systems did not require compulsory attendance of enrollees, there are naturally no offenses of truancy during the months of June, July, and August. In Septem-

⁶¹ Table IX, p. 52.

TABLE IX

FIRST OFFENSES AND RECIDIVISTIC OFFENSES OF TRUANCY IN 1949 OF
THE JUVENILE DELINQUENTS FROM ALL THE SELECTED COUNTIES

Day	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	
1													
2									1				
3			1										
4			1							1			
5	1		1 (1)									1	
6													
7													
8									1 (1)				
9		1											
10													
11			1										
12													
13													
14									1			2	
15	1												
16													
17			1										
18													
19	1												
20								2				1	
21					2	1		1 (1)			1 (1)		
22		1											
23									1				
24		3											
25	1 (1)		1 (1)										
26		1											
27													
28		1											
29													
30													
31													
Totals	4 (1)	7	6 (2)	2	1				4 (1)	2	3 (2)	4	33 (6)

Number of delinquents: 27
() Recidivistic offenses

ber there are 4 offenses of truancy, one of which is recidivistic. October shows 2 truancy offenses. There are 3 offenses in November, with two of them a recidivistic offense. In December there are 4 offenses of truancy.

V. ANALYSIS OF THE DATA IN THE PRECEDING SECTIONS

A comparison of the monthly mean number of juvenile offenses committed during the summer months and school months by the total group of delinquents, the group of delinquents known to be in school, the group of delinquents known not to attend school, and the offenses of the first two groups minus the offenses of truancy is shown in Table X.⁶²

In considering the data in Table X the following qualifications should be held in mind: (1) The number of cases in the group known to be in school, the group known not to attend school, and the group whose school status is unknown is too small for the data to be conclusive. (2) The school status of all the delinquents who committed 33 truancy offenses is known, whereas the school status of the delinquents who committed all the 353 other offenses is not known. The delinquents who committed 74 of the 553 offenses other than truancy are

⁶² Table X, p. 54.

TABLE I

A COMPARATIVE SUMMARY OF THE MEAN NUMBER OF MONTHLY OFFENSES COMMITTED DURING THE SCHOOL MONTHS AND SUMMER MONTHS IN 1949

Offenses	Number of Offenses	Mean per Month	Mean % per Month	% Above or Below Mean of Like Period	Number of Offenses Less Truancy	Mean % per Month Less Truancy	Percentage of Offenses Less Truancy	% Above or Below Mean for Like Period Less Truancy
TOTAL OFFENSES OF TOTAL GROUP INVESTIGATED	586	49			553	46		
Summer Monthly Offenses	136	45	93%		136	45	99%	
School Monthly Offenses	450	50	102%		417	46	100%	
TOTAL OFFENSES OF DELINQUENTS KNOWN TO BE IN SCHOOL	328	27			295	25		
Summer Monthly Offenses	76	25	93%	0	76	25	100%	-1
School Monthly Offenses	252	29	107%	+5	219	24	96%	-5
TOTAL OFFENSES OF DELINQUENTS KNOWN NOT TO BE IN SCHOOL	74	6			74	6		
Summer Monthly Offenses	17	6	100%	+7	17	6	100%	+1
School Monthly Offenses	57	6	100%	-2	57	6	100%	-1
TOTAL OFFENSES OF DELINQUENTS OF UNKNOWN SCHOOL STATUS	184	15			184	15		
Summer Monthly Offenses	43	14	93%	0	43	14	93%	-7
School Monthly Offenses	141	16	107%	+5	141	16	107%	+7

known not to attend school. The school status of the delinquents who committed 184 of the remaining 479 offenses is not known. Therefore, the results obtained when the offenses of truancy are subtracted from the offenses of the total group of delinquents and from the offenses of the delinquents known to be in school are both biased to an unknown extent.

As Table X shows, for the total group, the monthly average number of offenses for the summer months is 93 per cent of the monthly average for the calendar year and the monthly average number of offenses for the school months is 102 per cent of the monthly average for the entire year. The monthly average number of offenses for the summer months, of the group known to be in school, is 93 per cent of the monthly average for the calendar year, which is the same percentage as for the total group, and the monthly average number of offenses for the school months is 107 per cent of the monthly average for the entire year which is 5 per cent greater than the total group for the same period.

In computing the percentages for the group known not to attend school, it is found that for the summer months the monthly average number of offenses is 100 per cent of the average for the calendar year, which is 7 per cent greater than the percentage for the total group for the same period, and for the school months the monthly

average number of offenses is 100 per cent of the average for the entire year, which is 2 per cent less than the percentage of the total group for the same period. When the total number of offenses committed by the group whose school status is unknown is compared with the number of offenses committed during the summer months and the school months, it is found that the monthly average number of offenses for the summer months is 93 per cent of the monthly offenses for the calendar year, which is the same percentage as for the total group for the same period, and the monthly average number of offenses for the school months is 107 per cent, which is 5 per cent greater than the percentage of the total group for the same period.

As is shown in Table X,⁶³ when the offenses of truancy are subtracted from the total number of offenses committed by the total group of delinquents, the monthly average number of offenses for the summer months is 99 per cent of the monthly average for the entire year, and the monthly average number of offenses for the school months is 100 per cent of the monthly average for the entire year. In the computations of the percentages for the group known to be in school, when the offenses of truancy are subtracted from the total offenses committed

⁶³ Table X, p. 54.

by this group, it is found that for the summer months the average number of offenses is 100 per cent of the monthly average for the calendar year or 1 per cent greater than the percentage of the total group for the same period, and for the school months the monthly average number of offenses is 96 per cent of the monthly average number of offenses for the entire year or 5 per cent less than the percentage of the total group for the same period.

Table XI⁶⁴ shows the periods in the calendar year of three consecutive months with a mean number of monthly offenses lower than the mean number of monthly offenses for the remaining months of the year. For the total group of delinquents the following are periods of three consecutive months of the calendar year with mean monthly offenses lower than the mean monthly offenses for the remaining nine months of the calendar year: (1) January-February-March, 36; Remaining nine months, 52; (2) February-March-April, 38; Remaining nine months, 52; (3) July-August-September, 44; Remaining nine months, 50; (4) June-July-August, 45; Remaining nine months, 50.

The following are periods of three consecutive months of the entire year with lower monthly mean offenses than the remaining nine months of the calendar year, for the group known to be in school: (1) July-August-Septem-

⁶⁴ Table XI, p. 58.

TABLE XI.

PERIODS OF THREE CONSECUTIVE MONTHS IN THE 1949 CALENDAR YEAR WITH A
MEAN NUMBER OF MONTHLY OFFENSES LOWER THAN THE MEAN NUMBER OF
MONTHLY OFFENSES FOR THE REMAINING NINE MONTHS OF THE YEAR

Groups	Monthly Means for Twelve- Months Periods	Periods of Three Consecutive Months	Monthly Means for Three- Months Periods	Monthly Means for Remaining Nine- Months Periods
Total Group	49			
		January-February-March	36	52
		February-March-April	38	52
		July-August-September	44	50
		June-July-August	45	50
In-School Group	27			
		July-August-September	23	29
		June-July-August	25	28
		January-February-March	25	28
		February-March-April	25	28
Cut of School Group	6			
		January-February-March	3	7
		July-August-September	4	6
		June-July-August	5	6
		February-March-April	5	6
Offenses of Total Group Minus Truancy	46			
		January-February-March	30	51
		February-March-April	34	49
		July-August-September	43	46
		June-July-August	45	46
Offenses of In-School Group Minus Truancy	25			
		January-February-March	19	26
		February-March-April	20	26
		December-January-February	20	26
		July-August-September	21	26

100

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ber, 23; Remaining nine months, 29; (2) June-July-August, 25, Remaining nine months, 29; (3) January-February-March, 25, Remaining nine months, 28; (4) February-March-April, 25; Remaining nine months, 28.

For the group known not to attend school the periods of three consecutive months of the calendar year with lower mean monthly offenses than the remaining nine months of the calendar year are as follows: (1) January-February-March, 3; Remaining nine months, 7; (2) July-August-September, 4; Remaining nine months, 6; (3) June-July-August, 5; Remaining nine months, 6; (4) February-March-April, 5; Remaining nine months, 6.

When the offenses of truancy are subtracted from the total offenses of the total group, the following periods of three consecutive months have mean monthly offenses lower than the mean monthly offenses for the remaining nine months of the calendar year: (1) January-February-March, 30; Remaining nine months, 51; (2) June-July-August, 45; Remaining nine months, 46; (3) February-March-April, 34; Remaining nine months, 49; (4) July-August-September, 43; Remaining nine months, 46.

By subtracting the truancy offenses from the total offenses of the group known not to attend school the periods of three consecutive months of the calendar year with mean monthly offenses lower than the remaining nine

ber, 23; Remaining time working, 207; ...
28, Remaining time working, 207; ...
29, Remaining time working, 207; ...
30, Remaining time working, 207; ...

For the group, however, the following periods of three consecutive months were selected with lower mean monthly earnings than the corresponding months of the calendar year and were designated as "low-earning months": February-March, 1931; August-September, 1931; July-August, 1931; and March-April, 1931. Remaining time working, 207; ...

From the difference of earnings in the low-earning months and the total earnings of the group, the following periods of three consecutive months were selected with earnings lower than the corresponding months of the calendar year and were designated as "low-earning months": February-March, 1931; July-August, 1931; and March-April, 1931. Remaining time working, 207; ...

In selecting the periods of low earnings, the following periods of three consecutive months were selected with lower mean monthly earnings than the corresponding months of the calendar year and were designated as "low-earning months": February-March, 1931; July-August, 1931; and March-April, 1931. Remaining time working, 207; ...

months of the calendar year are as follows: (1) January-February-March, 19; Remaining nine months, 26; (2) February-March-April, 20; Remaining nine months, 26; (3) December-January-February, 20; Remaining nine months, 26; (4) July-August-September, 21; Remaining nine months, 26.

The following eight months of the calendar year, when broken down into three consecutive monthly periods, have lower mean monthly offenses than the remaining nine months of the calendar year: (1) January (2) February (3) March (4) April (5) June (6) July (7) August (8) September. It should be noted that some of the groups are so small that rounding the numbers appears at first glance to change their meanings. However, the patterns of the eight months which can be broken down into three consecutive monthly periods with lower mean monthly offenses than the remaining nine months of the calendar year are so consistent for all the groups studied that it would appear that even the small groups have some validity.

CHAPTER IV

RESULTS OF THE DATA FROM SCHOOL RECORDS

The juvenile delinquents' grade placement and intelligence quotients obtained from court records and from the four selected school systems, Clevis Municipal Schools, Albuquerque Public Schools, Santa Fe Municipal Schools, and Gallup Municipal Schools, are presented and discussed in this chapter. The data from all sources are combined. Comparisons are made with other studies discussed in Chapter I, Section III, Related Literature.

I. GRADE PLACEMENT OF JUVENILE DELINQUENTS

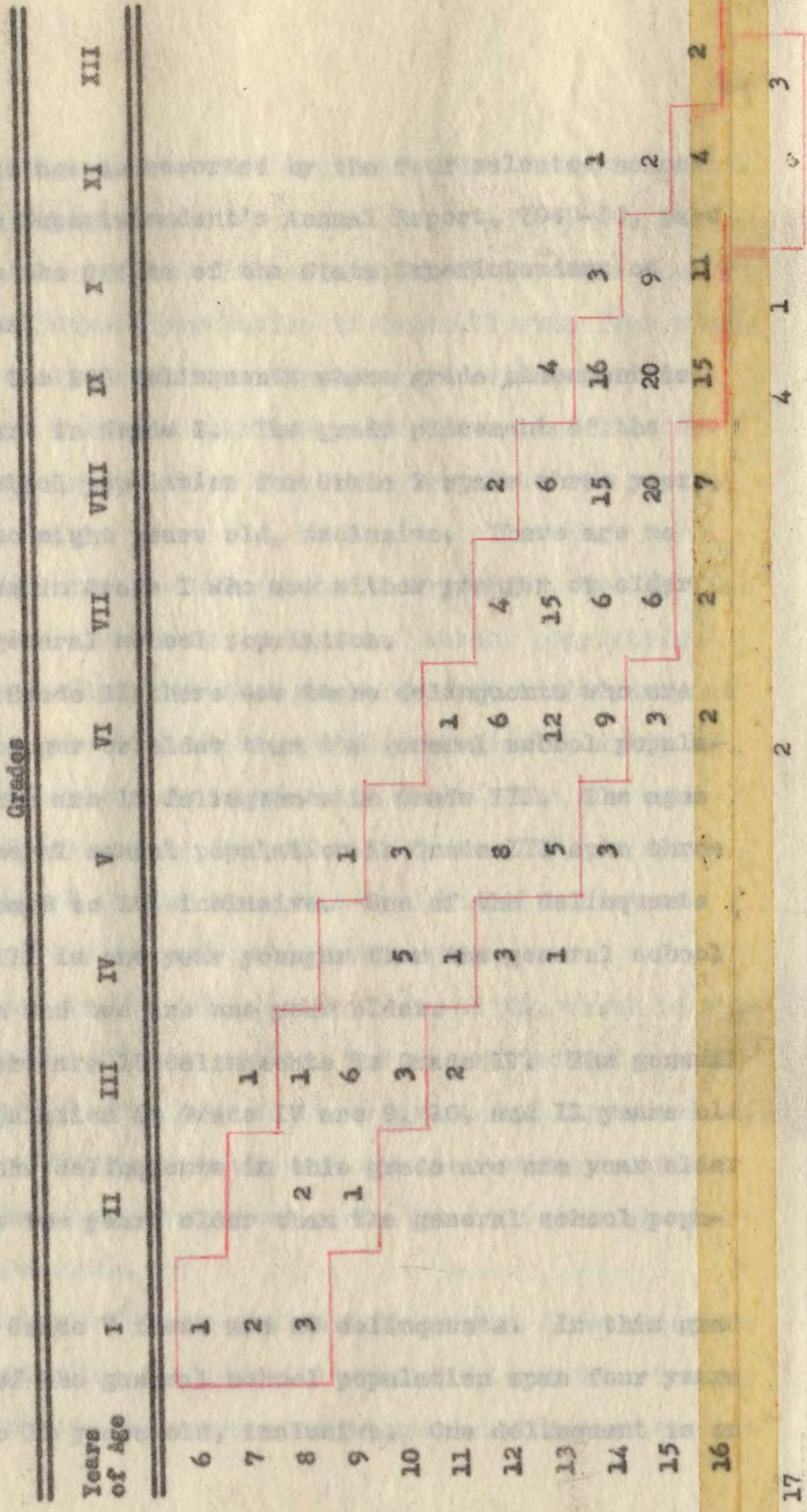
Of the total group of 475 juvenile delinquents the grade placement was found for 265 delinquents. The number of delinquents known not to attend school is 59. The grade placement of 151 is not known.

The grade placement in relation to years of age of the 265 children known to be in school is shown in Table XII.⁶⁵ The grade placement of the general school population, as set forth in Table XII, is determined by inspection of the number of children in each grade in

⁶⁵ Table XII, p. 62.

TABLE XII

GRADE PLACEMENT IN RELATION TO AGE OF THE JUVENILE DELINQUENTS
FROM ALL THE SELECTED COUNTIES COMPARED WITH THE GENERAL
SCHOOL POPULATION FROM THE FOUR SELECTED COUNTIES



Totals	6	3	13	10	20	35	33	50	59	24	7	5	265
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Estimated Grade Placement of General School Population

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1910	10	15	20	25	30	35	40	45	50	55	60	65
1911	12	18	23	28	33	38	43	48	53	58	63	68
1912	14	20	25	30	35	40	45	50	55	60	65	70
1913	16	22	27	32	37	42	47	52	57	62	67	72
1914	18	24	29	34	39	44	49	54	59	64	69	74
1915	20	26	31	36	41	46	51	56	61	66	71	76
1916	22	28	33	38	43	48	53	58	63	68	73	78
1917	24	30	35	40	45	50	55	60	65	70	75	80
1918	26	32	37	42	47	52	57	62	67	72	77	82
1919	28	34	39	44	49	54	59	64	69	74	79	84
1920	30	36	41	46	51	56	61	66	71	76	81	86

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1910

relation to age as reported by the four selected school systems in Superintendent's Annual Report, 1949-50, page 4, sent to the Office of the State Superintendent of Instruction.

Of the 265 delinquents whose grade placement is known, 6 are in Grade I. The grade placement of the general school population for Grade I spans three years, from six to eight years old, inclusive. There are no delinquents in Grade I who are either younger or older than the general school population.

In Grade II there are three delinquents who are neither younger or older than the general school population. There are 13 delinquents in Grade III. The ages of the general school population in Grade III span three years, from 8 to 10, inclusive. One of the delinquents in Grade III is one year younger than the general school population and two are one year older.

There are 10 delinquents in Grade IV. The general school population in Grade IV are 9, 10, and 11 years old. Three of the delinquents in this grade are one year older and one is two years older than the general school population.

In Grade V there are 20 delinquents. In this grade the ages of the general school population span four years, from 10 to 13 years old, inclusive. One delinquent is one

year younger and three are one year older than the general school population.

There are 35 delinquents in Grade VI. The ages of the general school population in Grade VI span four years, from 11 to 14, inclusive. There are 3 delinquents one year older, 2 delinquents two years older, and 2 delinquents three years older than the general school population.

There are 33 delinquents in Grade VII, two of whom are one year older than the general school population whose ages include the four years from 12 to 15 years of age. In Grade VIII there are 50 delinquents, which is the second largest number for any grade. The age span drops to three years, from 13 to 15 years old, in the general school population. Seven delinquents are one year behind the general school population.

There are 59 delinquents in Grade IX, which is the largest number for any grade. The general school population spans the ages from 14 to 16 years old, inclusive. There are 4 delinquents who are one year younger and 4 delinquents who are one year older than the general school population.

In Grade X there are 24 delinquents. The general school population includes the ages of 15 and 16. Three delinquents are one years younger and 1 delinquent is

year younger and their enrollment is 100. This is the
school population.

There are 30 delinquents in grade 10. The average
the general school population is 100. This is the

from 11 to 14, inclusive. The enrollment is 100. This is the
year older, 2 delinquents in grade 11, and 100 in grade 12.

grades three years older than the general school population.
This is the enrollment in grade 13, 100.

There are 10 delinquents in grade 14, 100 in grade 15,
and one year older than the general school population.

whose ages include the two years from 16 to 18, inclusive,
are. In grade 16 there are 10 delinquents, 100 in

the second largest number has been reported. The enrollment
drops to three years, 100 in grade 17, 100 in grade 18,

general school population. There are 10 delinquents in grade 19,
year behind the general school population.

There are 10 delinquents in grade 20, 100 in grade 21,
largest number for any grade. The enrollment is 100.

also occurs for ages 22 to 24, inclusive. The enrollment is 100.
There are 4 delinquents who are one year older than the

delinquents who are one year older than the general school
school population.

In grade 22 there are 10 delinquents, 100 in grade 23,
school population includes the ages 24 to 26, inclusive.

delinquents are one year younger than the general school
population.

one year older than the general school population.

There is a sharp drop-off to 7 delinquents in Grade XI. The ages of the general school population in Grade XI includes the years 16 and 17. There are two delinquents one year younger and 1 delinquent two years younger than the general school population.

In Grade XII there are 5 delinquents. The general school population spans the three years from 17 to 19 years of age but only those who are 17, and, therefore, juveniles, are included in this study. Two of the five are one year younger than the general school population.

Of the total group of 265 delinquents whose grade placement is known, 16, or 6 per cent, are younger than the general school population. Of the total group whose grade placement is known, 30, or 11 per cent, are older than the general school population. The remaining 83 per cent are the same ages as the general school population.

The 16 delinquents who are younger than the general school population are collectively 17 years ahead of the general school population in grade placement. The 30 delinquents who are older than the general school population are collectively 37 years behind the general school population in grade placement. The average delinquent is then .14 of a school year behind the

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XI. The age of...

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general school population.

Kvaraceus found in his study of 761 chronic delinquents that 44 per cent repeated one-half year or more.⁶⁵ In the present study of chronic, sporadic, and single offense delinquents, the 11 per cent who are older than the general school population are almost one and one-fourth years behind the general school population in grade placement. In the recent Glueck and Glueck study of 500 chronic delinquents matched with 500 non-delinquents, the delinquents are found to be one year behind the non-delinquents in grade placement, though the bulk of both groups started to school at the same time.⁶⁶

In the present study the 5 per cent of delinquents who are younger than the general school population are a little more than one year ahead of the general school population in grade placement.

The Gluecks in one of their studies found that 56 per cent of the chronic delinquents are still attending school when brought before the juvenile court for the first time.⁶⁷ In the present study, which is not a study

⁶⁵ Kvaraceus, op. cit., p. 151.

⁶⁶ Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), p. 148.

⁶⁷ Sheldon and Eleanor Glueck, Juvenile Delinquents Grown Up (New York: The Commonwealth Fund, 1940), p. 11.

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Harrison, C. H., 1937.
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Stanton and...
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Stanton and...
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of chronic delinquents, 55 per cent were known to be in school at the time of offense commitment, 12 per cent were known not to attend school at the time of offense commitment, and the school status at the time of offense commitment of 33 per cent was unknown.

II. INTELLIGENCE QUOTIENTS OF DELINQUENTS

Intelligence quotients of the 475 juvenile delinquents were found for only 84. Included in these 84 are two intelligence quotients from court records and four intelligence quotients from school records from tests administered when the mental ability of the delinquents was in doubt. Most of the remaining 78 intelligence quotients are taken from school records at the eighth, ninth, and tenth grade levels.

The 84 intelligence quotients range from 64 to 117. The mean for the total group is 88. Kvaraceus found the mean intelligence quotient for the chronic delinquent group he studied to be 89.⁶⁸ With the use of both the verbal and non-verbal forms of the Wechsler-Bellevue Scale, the Gluecks found their group of 500 delinquents to be equal to the general population. However, there were differences between the 500 delin-

⁶⁸ Kvaraceus, op. cit., p. 351.

of certain individuals, to determine whether they
represented the type of person mentioned in the
known not to be a member of the group of individuals
mentioned, and the extent to which they were
known to be members of the group.

II. INFORMATION OBTAINED FROM THE

Investigation conducted at the University of
Quebec was based on the following: (1) the
two individuals mentioned above were
interviewed separately and their statements
administered when the necessary conditions
were in place. None of the statements
mentioned and taken from the group of
individuals, and their names listed.
The 64 individuals mentioned in the

IV. The work for the 64 individuals
found the main interviewees, and the
defendant group he studied and the
of both the victim and the defendant
Bellevue Hotel, the 64 individuals
defendants to be equal to the general public.
However, there were differences between the 64

quents and the 500 non-delinquents with whom they were matched on the scores of the various sub-tests. They also discovered that intelligence quotients found in schools and social agencies correspond poorly with the scores they obtain in their administration of the Wechsler-Bellevue Scale.⁶⁹

Excluding the intelligence quotients of the six tests administered because the mental ability of the delinquents was in doubt, the mean for the remaining 78 delinquents is 97.

⁶⁹ Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), p. 33.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter a summary will be made of the four preceding chapters, conclusions will be drawn, and recommendations will be made.

I. SUMMARY

In a study of juvenile delinquency by William C. Kvaraceus,⁷⁰ and quoted by J. Murray Lee and Doris May Lee,⁷¹ in a text used for teacher education, it was found that juvenile delinquency fell off significantly during the months of June, July, and August when school was closed for the summer. Kvaraceus wrote, " . . . this sharp and characteristic falling off could hardly be due to the fact that a referring agency had closed shop. More likely, children are less frustrated when out of range of the school's influence." Sheldon and Eleanor Glueck take a less extreme point of view regarding the influence of the school upon juvenile delinquency in one

⁷⁰ William C. Kvaraceus, "Delinquency--A By-Product of the Schools?" School and Society, 59:350-51, May 13, 1944.

⁷¹ J. Murray Lee and Doris May Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, Inc., 1950), p. 161.

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of their studies.⁷² It was in view of such varying opinions that this study was made.

The purposes of this study are to determine whether the juvenile delinquency rate in four selected New Mexico counties was lower during the summer months of 1949 than during the months school was in session in 1949; to learn which three consecutive months of the calendar year had the lowest and second lowest delinquency rates; and to determine what implications these facts hold in regard to school pressures.

Permission was obtained from the district judges presiding over the juvenile courts in four selected New Mexico counties, Curry, Bernalillo, Santa Fe, and McKinley, to use the 1949 juvenile delinquency files in those counties. A total of 586 offenses committed by 475 delinquents from the four selected counties constitutes the court record data used in this study.

The superintendents of four selected school systems, one in each of the four counties, gave their permission for the use of school records to search for the grade placement and intelligence quotients of the juvenile delinquents. The grade placement was found for 265 of the

⁷² Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), p. 135.

475 delinquents. The intelligence quotients of only 84 children were obtained.

In an effort to determine whether school pressures could be great enough upon juvenile delinquents as a group to account for fluctuations in the delinquency rate, the group of delinquents known to be attending school at the time of offense commitment and the group known not to be attending school at the time of offense commitment were submitted to the same statistical analysis as the total delinquent group. To analyze the problem further the delinquency offenses of truancy were subtracted from the offenses committed during the school months by the total group and the group known to be in school; comparisons were made between the mean monthly offenses committed during the summer months and the school months. To locate possible school pressures the grade placement and intelligence quotients were compared with the general school population.

The mean monthly number of offenses was greater during the months school was in session than during the summer months for the total group, for the group known to be in school, and for the group known not to be in school. Excluding the offense of truancy from all other offenses committed by the total group during the school months the mean monthly offenses were higher for the

school months than for the summer months. When the offenses of truancy were subtracted from the total offenses committed during the school months by the group known to be in school the mean monthly offenses for the school months were lower than the mean monthly offenses for the summer months.

For the total group the period of three consecutive months with the lowest mean monthly offenses consisted of the months of January, February, and March, and with the second lowest mean monthly offenses was composed of July, August, and September. For the group known to be in school the period with the lowest mean monthly offenses was made up of the months July, August, and September, and with the second lowest mean monthly offenses was composed of the months February, March, and April. For the group known not to be in school the period with the lowest mean monthly offenses consisted of the months January, February, and March, and with the second lowest mean monthly offenses was made up of July, August, and September. The period with the lowest mean monthly offenses for the total group, when the offenses of truancy were subtracted from those offenses committed during the school months, was composed of the months January, February, and March, and with the second lowest monthly mean was composed of July, August, and September.

school morning for the entire year. The
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completed during the winter months in the
by the school the mean weekly attendance for the
months were lower than the mean weekly attendance for the
winter months.

For the school year the total number of
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monthly attendance was also up of the month of July, August,
and September, and with the second lowest attendance
months was composed of the months of January, February, and
April. For the year known and to be the lowest for the
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months of January, February, and March, and with the
lowest mean monthly attendance for the months of July, August,
and September. The period with the lowest mean
attendance for the total year, and the lowest of
months were indicated from the mean monthly attendance.
During the school months, the attendance for the months of
January, February, and March, and with the lowest
monthly mean was composed of the months of July, August,

The period with the lowest mean monthly offenses for the group known to be in school, when the offenses of truancy were subtracted from those offenses committed during the school months was made up of January, February, and March, and with the second lowest mean monthly offenses was composed of the months of July, August, and September.

To determine whether the summer months of June, July, and August composed the only period of three consecutive months with mean monthly offenses less than the mean monthly offenses for the remaining nine months of the calendar year, the mean monthly offenses for all the consecutive three monthly periods were computed. It was found that the following periods of three consecutive months all had lower mean monthly offenses than the remaining nine months of the calendar year: (1) January-February-March; (2) February-March-April; (3) June-July-August; (4) July-August-September. In all, there were eight months of the twelve months with four periods of three consecutive months with lower mean monthly offenses than the mean monthly offenses for the remaining nine months of the calendar year. These facts hold true for the offenses of the total group of delinquents, the group known to be in school, the group known not to be in school, the total offenses of the total group minus the offenses of truancy, and the total offenses of the group

known to be in school minus the offenses of truancy.

Of the 265 delinquents whose grade placement was known, 6 per cent were younger than the general school population, 11 per cent were older than the general school population, and 83 per cent were the same ages as the general school population. Intelligence quotients were found for only 84 of the total 475 delinquents. These data are inconclusive because the schools' testing programs were devoted largely to achievement tests. Few intelligence quotients were obtained for those delinquents below the ninth, tenth, and eleventh grades except for tests administered when the mental ability of the child was in doubt, which was definitely known to be the case with six of the total 84. The mean intelligence quotient for the total group of 84 was 88, and for the total group minus the six whose mental ability was known to be in doubt was 97.

II. CONCLUSIONS

1. The results of this study point to the conclusion that in 1949 in the four selected New Mexico counties, Curry, Bernalillo, Santa Fe, and McKinley, school pressures were not a major factor in causing fluctuations in the juvenile delinquency rate. This conclusion is supported by the fact that in eight months of

It is the duty of the school to provide a safe and sound environment for the children. The school should be free from all forms of violence, including physical, sexual, and emotional abuse. The school should also be free from all forms of discrimination, including race, gender, and social class. The school should be a place where all children can learn and grow together in a safe and supportive environment.

The school should also be a place where all children can learn and grow together in a safe and supportive environment. The school should be a place where all children can learn and grow together in a safe and supportive environment. The school should be a place where all children can learn and grow together in a safe and supportive environment.

the twelve there were four periods of three consecutive months with lower mean monthly offenses than the mean monthly offenses for the remaining nine months of the calendar year. This was true for the offenses of the total group of delinquents, the offenses of the delinquents known to be in school, the offenses of the delinquents known not to be in school, the total offenses of the total group of delinquents minus the offenses of truancy, and the total offenses of the delinquents known to be in school minus the offenses of truancy. Therefore, the fact that the mean monthly offenses for the summer months when school was not in session was lower than the remaining nine months of the calendar year would seem to prove nothing.

2. It appears from the incomplete data on the group of delinquents known to be in school that the school possibly exerts enough pressure on delinquents to be a minor factor in the fluctuations of the delinquency rate for this group. The fact that the three consecutive monthly periods with the lowest mean monthly offenses for the group known to be in school is different from the like periods for the total group and the group known not to be in school would seem, at first glance, to support this conclusion unconditionally. These results cannot be considered conclusive, however, without taking



The first thing that I noticed when I stepped
out of the train was the fresh air. It was
so different from the stale air of the city.
I had heard that the country was beautiful,
but I didn't know how beautiful it would be.
The fields were green and the trees were
in full leaf. It was a sight that I had
never seen before. I had been told that
the country was beautiful, but I didn't
know how beautiful it would be. The
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into consideration the fact that truancy cannot be committed during the summer months, though the school considers itself held responsible for truancy. For this reason the offenses of truancy were subtracted from the total offenses of the group known to be in school. With this subtraction the period of three consecutive months having the lowest monthly mean for the remaining offenses is composed of the same months as the like periods for the total group and the group known not to be in school. Also, when the offenses of truancy are subtracted from the total offenses of the group known to be in school and the mean monthly offenses are computed for the summer months and the school months, the school months are found to have a lower monthly mean than the summer months. This is not proof, however, that the offenses of truancy alone effect such a change, for the reason that the school status of all the delinquents who committed truancy was known and the school status of the delinquents who committed all the remaining offenses was not known.

3. The grade placement of all but 11 per cent of the delinquents is substantially the same as the grade placement, as roughly estimated by the lines of best fit, of the general school population in the four selected school systems. These data are influenced to an unknown amount by the fact that all four selected school systems

practice social promotion to varying degrees.

4. Not enough intelligence quotients were obtained to draw a conclusion as to the mental ability of the delinquents in this study. The intelligence quotients which were obtained would seem to indicate that as a whole the delinquents who reached the eighth grade or above had average mental ability. To make such a conclusion would seemingly be in conflict with the data relative to the grade placement of delinquents in the eighth grade.

III. RECOMMENDATIONS

The school administrator and the teacher do not possess the technical knowledge to understand and treat the emotional trauma of the delinquent. To use an analogy, if the delinquent had received a wound and from it was growing a tumor could the school administrator or teacher remove it, or only see that the delinquent was sent to a social agency on whose staff there was a person skilled in surgery?

The ideal solution would be that the State of New Mexico appropriate funds for the study, treatment, and care of delinquents. This social service program should include the services of adequately educated psychiatrists, psychologists, and sociologists. The school should be the coordinating agency for the social service program.

The teachers who guide and supervise the delinquents should be required to have enough specialized education in psychology and social work so that they can administer the treatments outlined by the psychiatrists, psychologists, and social workers.

In the social service program for delinquents provision should be made for guidance and supervision for as many hours of the day as are deemed necessary for each individual case. The administration of this program should be a part of public school administration. Delinquents are a handicapped group, and as such should not be segregated except to the extent that it is necessary to treat their handicap. This plan is neither new nor fantastic. It has been tried and proved in various cities in the United States.

Because much of the population of New Mexico is widely distributed over large areas an equalized special service program must of necessity be a state program. Municipal and county social service agencies in New Mexico do not have at the present time the funds, facilities, or personnel to offer services necessary for the coordination of a program of crime prevention similar to the one used in Jersey City, New Jersey.⁷³

⁷³ Hopkins, op. cit., pp. 133-52.

The general public should give support to the extension of social services by school attendance divisions, probation services of courts, and family and child welfare agencies, both public and private. Emphasis should be placed on the employment of professionally trained personnel.

In the 20th Session of the New Mexico State Legislature two bills were brought before the Senate and one was brought before the House of Representatives relating to juvenile delinquency. None of the three bills was passed. The following are the bills: (1) Senate 62, was an appropriation of \$10,000 for the purpose of creating a commission to study and investigate the subject of youth and especially as it affects delinquency and dependent children. (2) Senate 64, was an appropriation of \$10,000 to make a survey of youth welfare and establish a youth guidance commission. (3) House 50, was an appropriation of \$75,000 for the extension of court probation services in nine districts. It is recommended that bills similar to Senate 62 or Senate 64 be passed and that a new bill be written and passed embodying a part of the salient points in House 50.

There is no adequately staffed Child Guidance Clinic in the whole state of New Mexico. Most of the schools in New Mexico do not employ psychiatrists or

The general public is interested in the
extension of social services by the State
provision services of care, and the
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psychologists, but do possess many of the other required services, or could obtain them by administrative rearrangement within the school, for a coordinated crime prevention program under school administration.

Until a coordinated program is put into effect, just in case some of the fault lies with the school, it is recommended that school administrators (1) make as extensive a case study of each delinquent under their supervision as time and funds permit; (2) investigate thoroughly the teacher-pupil relationship, and make any adjustments that are needed and it is possible to make; (3) test the mental ability of every delinquent and have his individual curriculum adjusted to his abilities and grade placement as shown on intelligence tests and achievement test; (4) consider the advisability of social promotion for delinquents when it is not possible to adjust an individual curriculum to the needs of the individual child; (5) make deliberate provision for a more nearly vocationalized curriculum that would be attractive to pupils who do not have the kind of ability to pursue a regular academic course; (6) set aside as much time each day as is possible without neglecting obligations to the remainder of the student body to be used for the guidance and counseling of delinquents.

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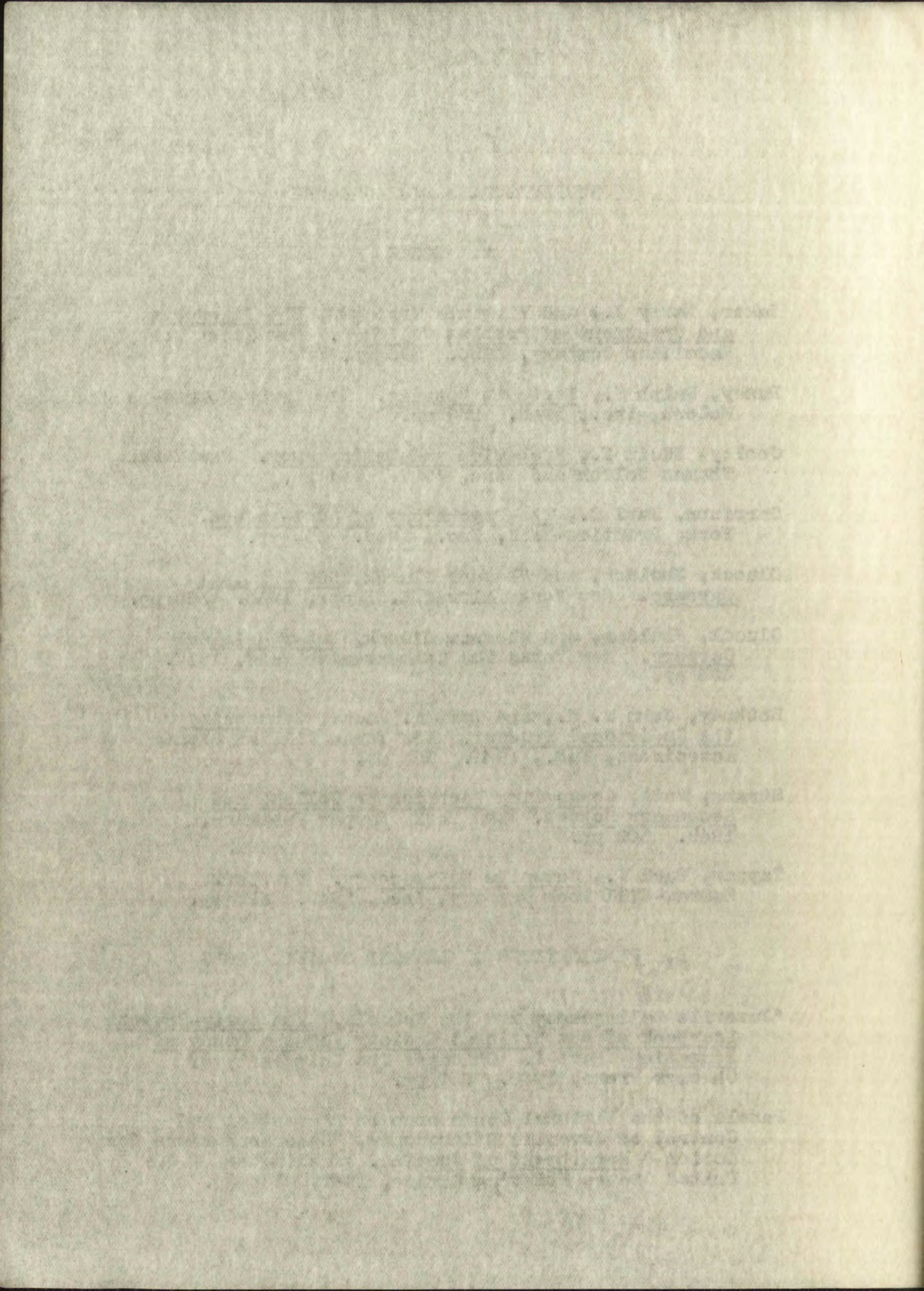
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APPENDIX

NATURE OF 586 JUVENILE OFFENSES FOR THE TOTAL GROUP

Nature of Offense	Number
Driving (Includes reckless driving, drunken driving, and probably drivers' license removal)	27
Removal of drivers' license (Reason unknown)	3
Theft (Includes an unknown number of cases of petty theft)	67
Petty theft	52
Intoxicating liquor and drugs (Includes buying, being in possession of, and using)	27
Brawling (Includes fighting)	24
Assault and battery (Includes all kinds of either or both)	22
Truancy	33
Passing bogus checks	1
Immoral conduct (Includes sex offenses)	23
Failure to report accident	1
Embezzlement	1
Verbal attack (Swearing and quarreling)	5
Robbery	2
Vehicle theft (Includes cars, trucks, probably motorcycles, and may include bicycles)	45
Vandalism	4
Destroying property	12
Destroying city property	1

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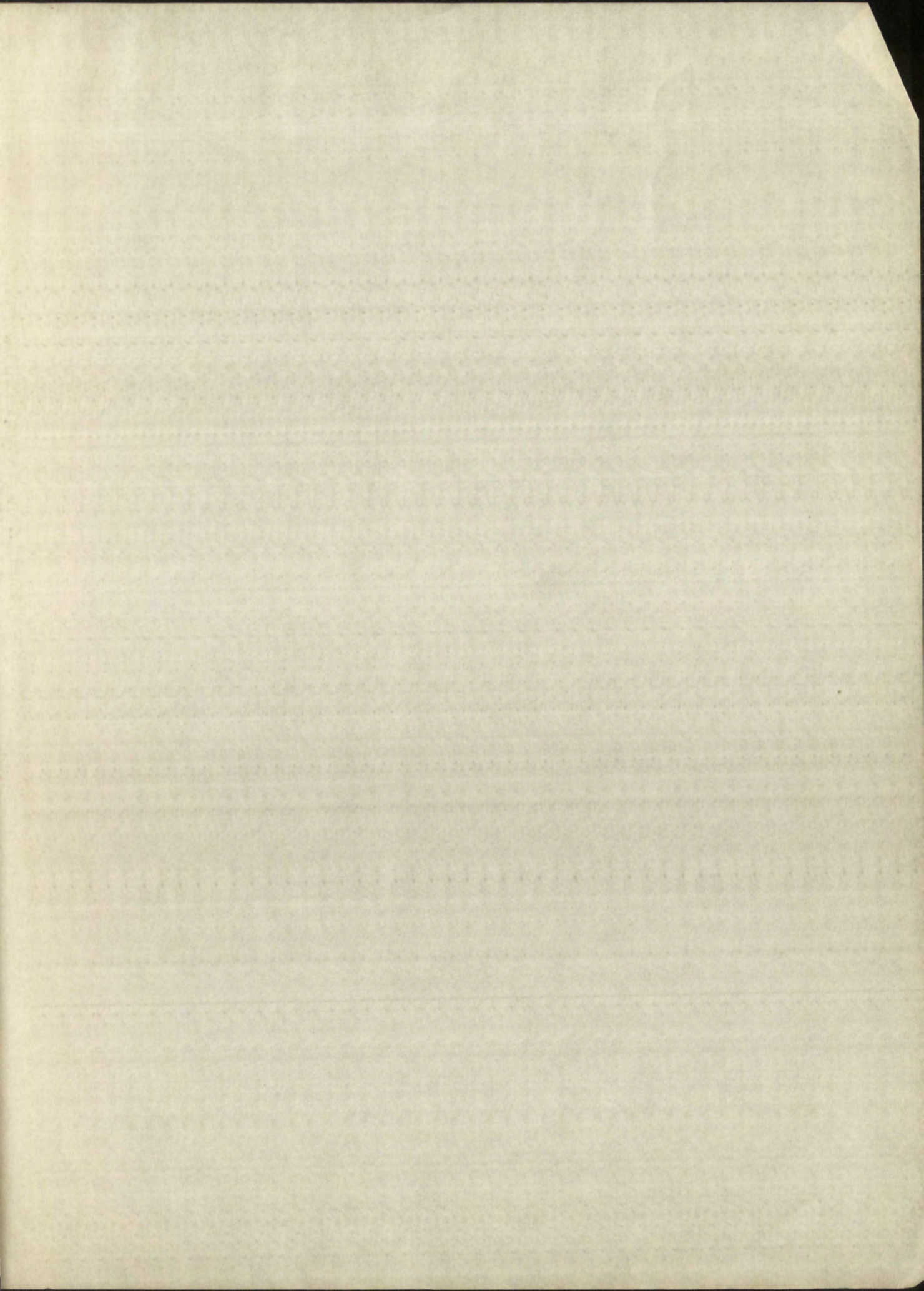
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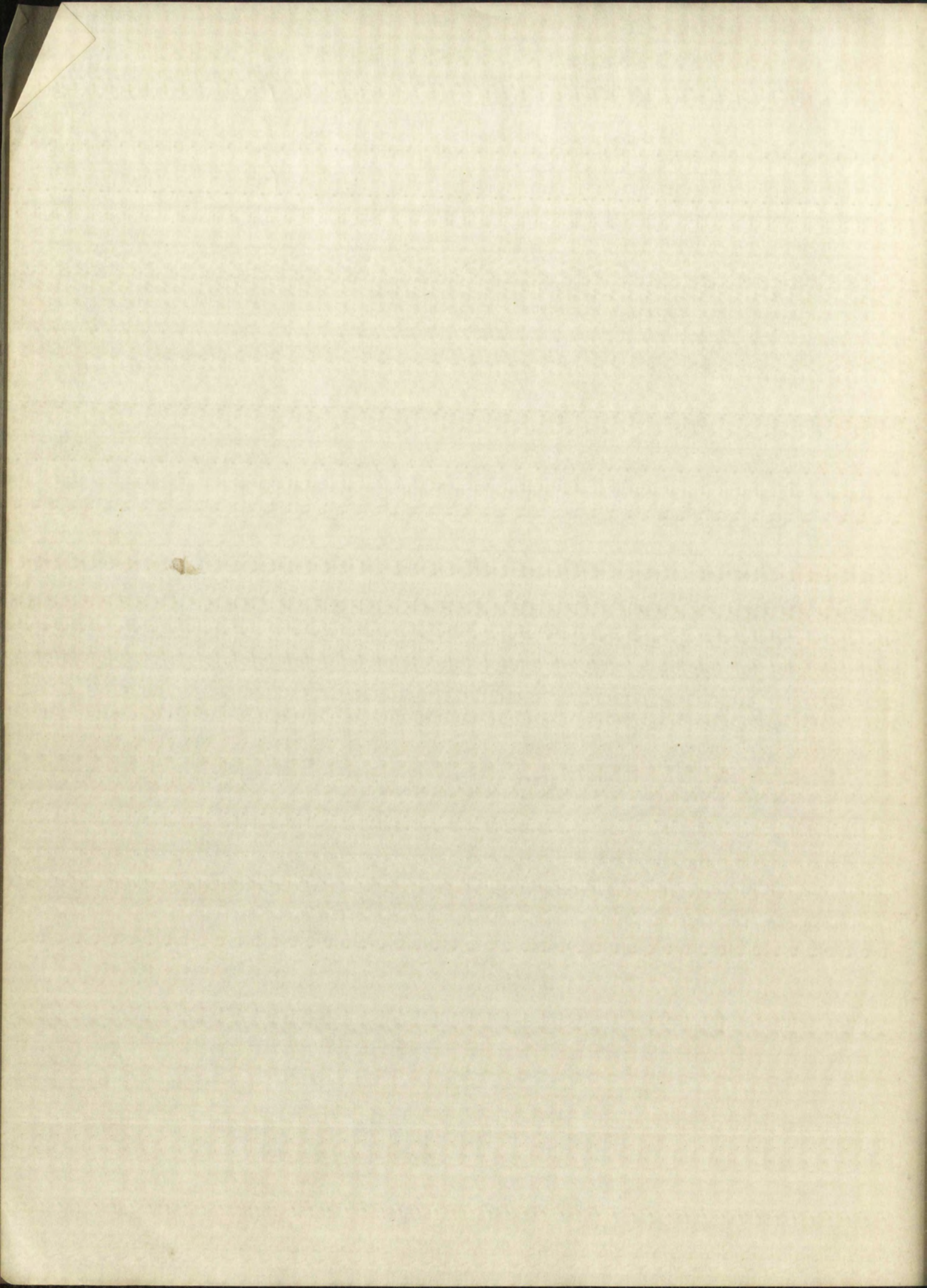
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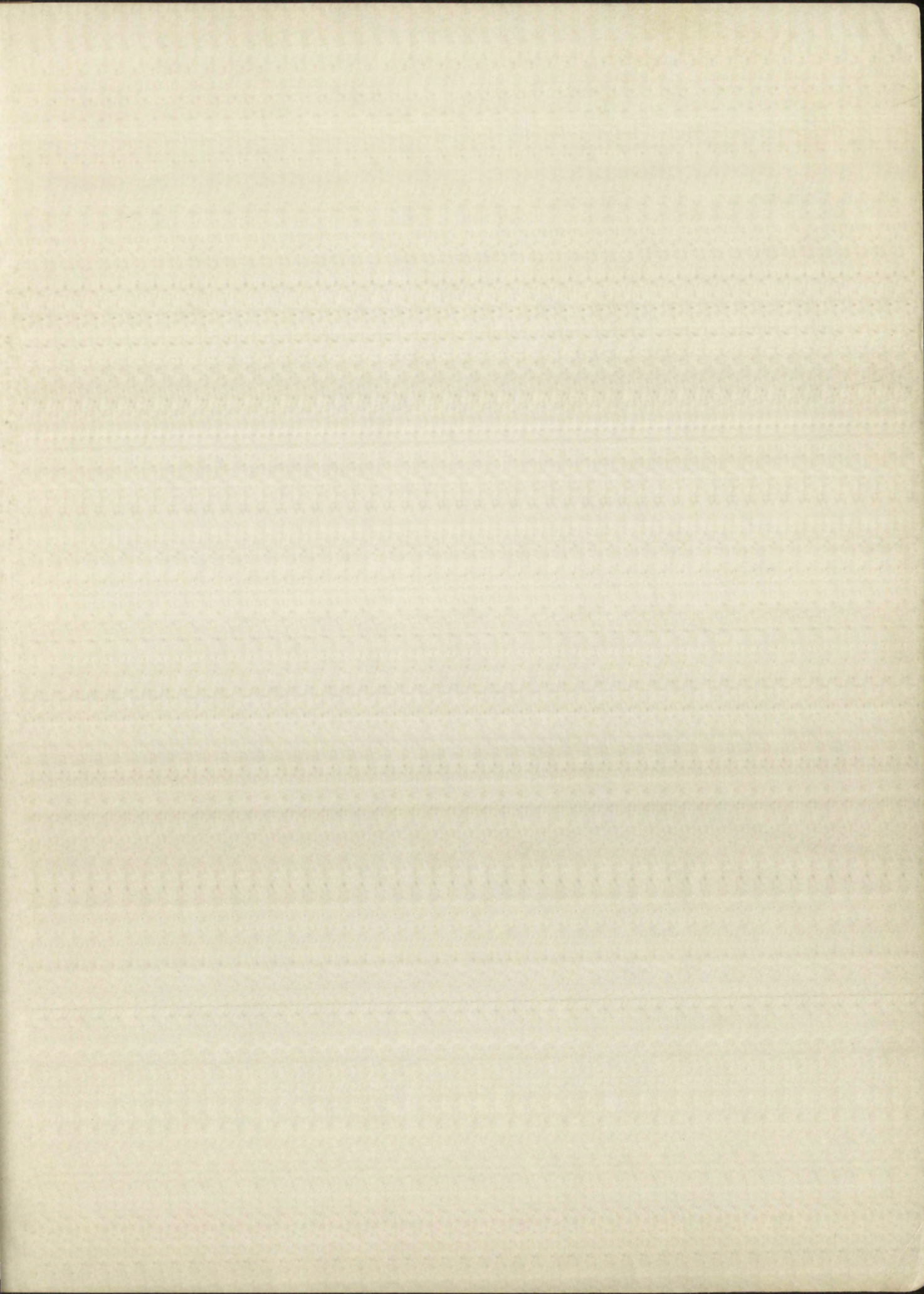
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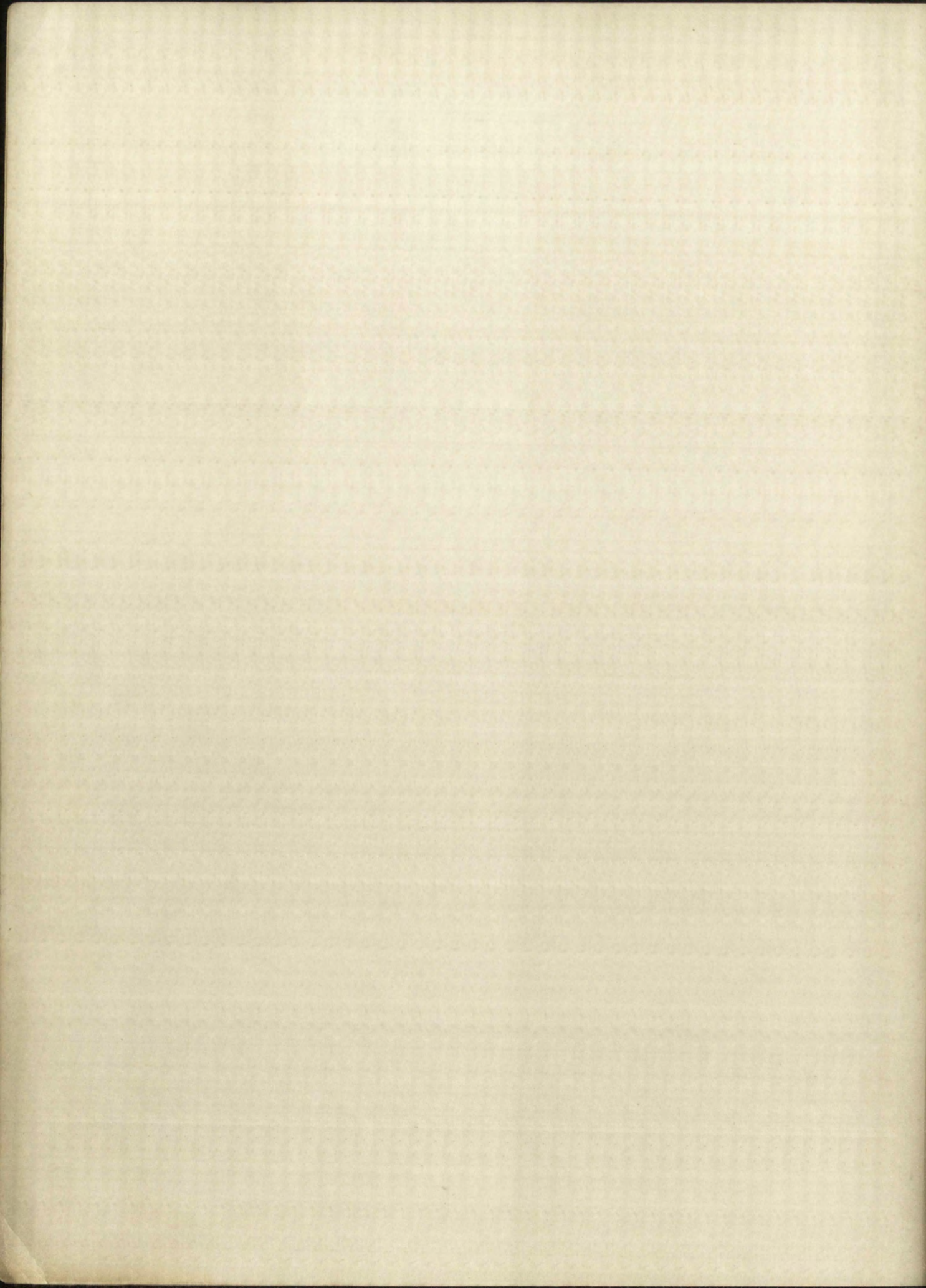
Nature of Offense	Number
Entering and destroying school property	3
Breaking windows	2
Breaking school windows	5
Burning cars	4
Burglary (Includes cases of theft and breaking and entering)	67
Possession of stolen property	4
Incorrigible	13
Running away	7
Possession of deadly weapon (May include attack)	1
Deadly weapon attack (May include only possession)	10
Found purse, spent money	1
Disorderly conduct (Includes incorrigible cases)	47
Disturbing the peace	21
Prowling	31
Larceny (May include grand larceny)	8
Grand larceny (May include larceny)	5
Violation of curfew law	3
Vagrancy	4
Total	<u>586</u>

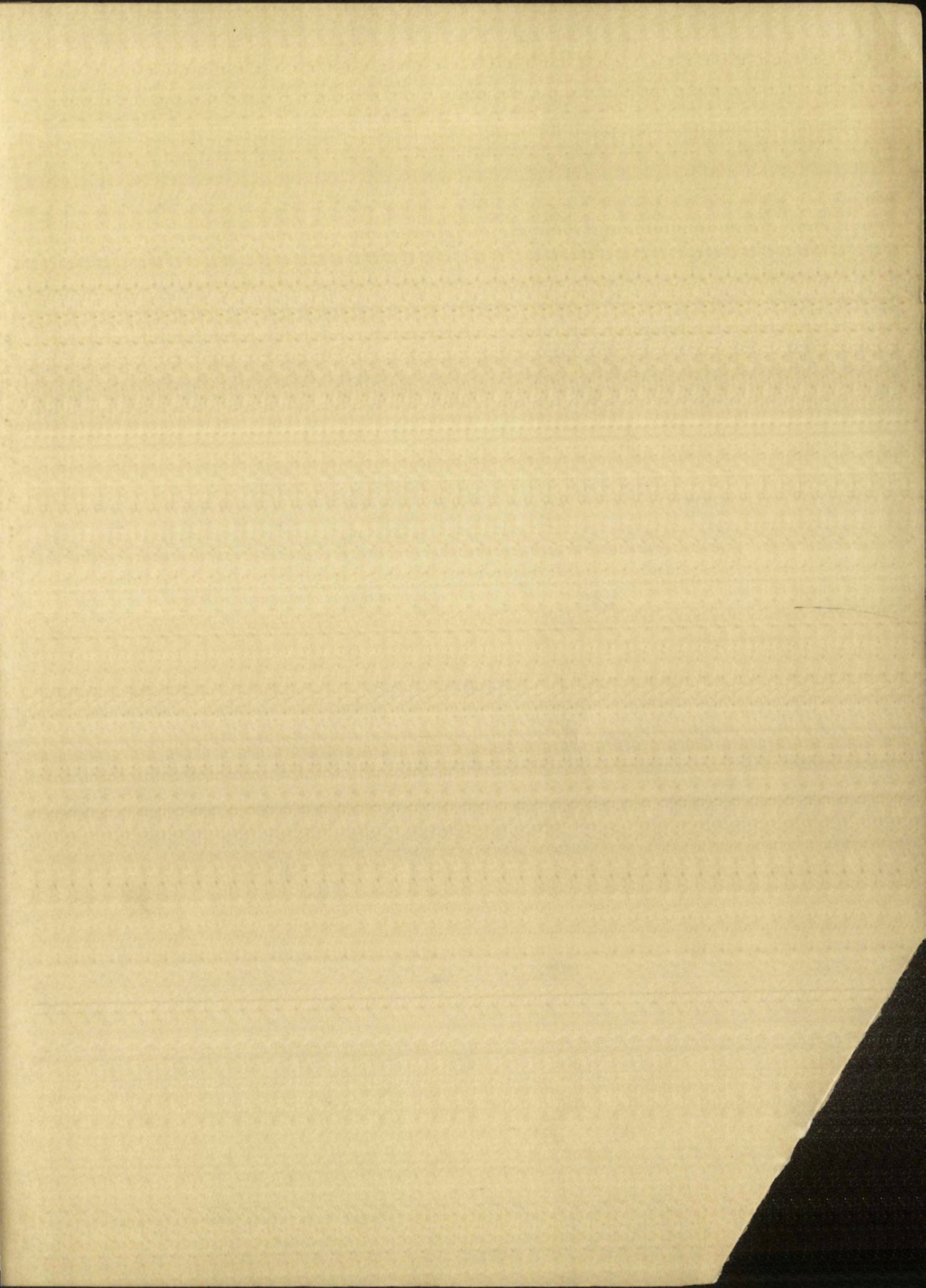
The classification used in the list specifying the nature of the juvenile offenses are those used by the investigator and the clerk who helped her. At the time the data were collected no attempt was made at completely accurate classification of the nature of the offenses, with the exception of truancy. When truancy was either the single charge or one of multiple charges whatever information was obtainable was copied down exactly as it was found. In some of the cases other than truancy the exact nature of the offenses was recorded when (1) the exact nature of the offense was known, i.e., bicycle theft, (2) when the offense did not seem to fit any of the general headings being used, i.e., found purse, spent money, (3) when either the investigator or the clerk found enough interest value in the case to be specific, i.e., breaking school windows. The investigator and the clerk did not always use the same general headings. No rules were made concerning this phase of the work.











IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

