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STUDY OF THE INMATES OF THE STATE TRAINING SCHOOL
AND THE STATE PENITENTIARY OF NORTH DAKOTA

by

MILAN BERNIE STEIG

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A thesis submitted for the degree of

MASTER OF SCIENCE IN EDUCATION

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This thesis, offered by M. B. Steig, as a partial fulfillment of the requirements for the Degree of Master of Science in Education in the University of North Dakota, is approved by the Committee under whom the work has been done.

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ACKNOWLEDGEMENT

The writer of this thesis is under obligation to Doctor J. V. Brietwieser of the University of North Dakota and to Doctor Frederick Bolton of the University of Washington for their help and suggestions, and valuable direction in the organization and arrangement of the subject matter used; to Mr. W. F. McClelland, Superintendent of the Training School, and Mr. Turner, Warden of the State Penitentiary, for their co-operation; and to Mrs. Scott, Principal of the Training School, for her co-operation in the administration of the tests.

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A STUDY OF THE INMATES OF THE STATE TRAINING SCHOOL
AND THE STATE PENITENTIARY OF NORTH DAKOTA

CHAPTER I

OBJECTIVES, SOURCES AND METHODS
OF THE INVESTIGATION

1. NEED FOR THE STUDY

CONFLICTING OPINIONS REGARDING THE CAUSES OF CRIME

There have been many conflicting opinions regarding the causes of crime, the mental abilities of criminals, their physical condition, and their environmental surroundings. Because of the diversity of opinion, an assembly of factual material is necessary in arriving at any scientific conclusions regarding the desirable treatment of this large and expensive class of society. This study was undertaken to gather certain facts concerning two types of law breakers: (1) juvenile reformatory pupils, and (2) penitentiary inmates.

2. SOURCES OF DATA

By rare good fortune the writer had an exceptional opportunity to give the Army Alpha Intelligence Tests and gather personal data regarding the inmates of the juvenile State Reformatory at Mandan, North Dakota, and the State Penitentiary at Bismarck in the same state.

3. OBJECTIVES OF THIS STUDY

The investigation seeks to secure factual data on the following special questions. On the basis of the data certain conclusions are drawn and suggestions are made concerning the betterment of social conditions and the reduction of the amount of crime, especially among the youth.

The investigation seeks to discover whether there are correlations between the following:

1. Intelligence and crime.
2. Education and crime.
3. Nationality and crime.
4. Religion and crime.
5. Occupation and crime.
6. Age and crime.
7. Home conditions and crime.

4. THE STATE TRAINING SCHOOL

LOCATION

The State Training School of North Dakota is located southwest of the city of Mandan, one mile west and a quarter of a mile south of that city. It includes 1409 acres of land and in addition to this 800 more acres are rented. There are fourteen major buildings and some minor buildings furnishing accommodations for 250 boys and girls.

FUNCTIONS

The object of this school, according to the law of the state, is to train, educate, and discipline juvenile offenders who have come in con-

flict with the law. As a matter of fact, those who have come in conflict with the law, in most cases, have gotten beyond the control of their parents. To us it seems that the present age makes it even more necessary than at the time the above was specified (1902) to stress the principles of discipline and hard work in the training of young people, many of whose parents seem to have been influenced by that kind of popular and pernicious present-day training that might be characterized as do-as-you-please education--a type absolutely sure to bring disaster to any child. Our contact with boys and girls who have found it more convenient not to obey one law or another of the state convinces us of the need of inculcating some of the rigorous discipline of our forefathers; of cultivating the pioneer spirit that hesitates not at hard work and hardships to attain whatever is worth while. We find ourselves called upon to offset the lack of training of parents.(1)

POPULATION

At the time the writer made his visit to the Training School (December 27, 28, 29, 1932) there were 253 students in the institution, this number being made up of 149 boys and 84 girls. These students were of every age from seven to twenty-two; they were of many nationalities; members of many churches; children of parents of almost every possible occupation; and members of nearly every type of home condition.

1. Fifteenth Biennial Report of the Superintendent of the State Training School at Mandan, North Dakota to the Board of Administration, July 1, 1930-June 30, 1932.

INTERODUCTORY EXPERIENCE AT THE SCHOOL

According to the superintendent,

"When the boy arrives at this school he is advised of the rules and regulations. He is told just what is expected of him and why it is expected. He is then put on what we call 'the extra gang' made up of all those who have not regular jobs. As soon as he shows that he is steady and reliable at his work, he is given a job in one of the special lines such as carpentry, plumbing, power house work, farm, kitchen or household work, etc. If he proves reliable at one of these jobs, but prefers to do something else, he is given preference over a new boy coming out of the 'extra gang.' He is required to go to school from September to June half of each day and work the other half."(1)

The girls, on entering the school, are taken to buildings apart from those of the boys. Not as much was learned of the exact rules for the girls but the writer did see the quarters and the work which they did there. It seemed that most of their work was in needlecraft. As fine work as can be found anywhere in the line of rug making, tapestry, quilting, painting and art is done right there at the training school by these girls.

GENERAL APPEARANCE OF THE GROUP

On visiting the training school, instead of finding a group of half-frightened boys and girls with depressed looks, we found a group of bright faces---seemingly cheerful and happy; boys and girls who did not crouch as if afraid when the superintendent approached. The writer was informed by the

1. Ibid.

Number of children in family _____ Sex _____

Are parents living together? _____ Divorced _____ Dead _____

Nature of offence _____

Town _____ County _____ Grade in School _____

Age when entered _____ Birthplace _____

Home conditions _____

Superintendent's comments: _____

5. THE STATE PENITENTIARY

LOCATION

The North Dakota State Penitentiary is located about two miles east of Bismarck on highway number ten.

FUNCTIONS

The object of this institution is to discipline offenders who have come in conflict with the laws of North Dakota. While here they are given an opportunity to learn a trade in order to better equip themselves for the time they all look forward to--being out in society again as free men and women. Those who wish may attend (not compulsory) educational lectures given within the penitentiary.

POPULATION

At the time this study was made the prison population was 363. Of

superintendent that every boy and girl knew from the very first day in the institution that the past would not be held against him, that he had an opportunity to be good or bad, and that he would be dealt with accordingly.

Visualize, if possible, just what constitutes the student population of the training school. According to the superintendent's records it is made up chiefly of those who have quit school some time before going there. The average age of those entering is about sixteen years, and many have been out of school for years. The middle of the eighth grade seems to have been the stopping place for the large number. In getting back to school they at first find it hard to study and concentrate, and difficult to memorize.

"One encouraging fact is that many after leaving here request that they may return in order that they may finish school. I feel that many boys and girls are here inspired with the desire to finish school."(1)

DATA SECURED

A complete history of each student was taken from the records of superintendent, and intelligence tests were administered to 158 of them. An attempt was made to give tests to all who were in the fourth grade or above. The tests given were the Army Alpha. These tests were all graded by the writer. The results were tabulated and will be presented in the graphs which appear in another part of this thesis.

The following is a copy of the questions to which answers were obtained for each student of the training school:

Initials _____ Nationality _____
 Parent's occupation _____ Religion _____

1. Ibid.

this number only three were women. These people were of nearly every age from seventeen to seventy-four; they were of many nationalities; members of many churches; men of nearly every occupation; men from every grade in school, from the first to college graduates.

FIRST ADJUSTMENTS

On arrival, they are instructed by the warden concerning the rules and just what is expected of them, etc. The occupation which each has been following, if it is a legal one, is taken into consideration and after a few months in the twine factory the individual, providing his behavior is good, may be assigned to some particular work of his liking, such as tailoring, shoemaking, farming, barbering, trucking, kitchen work, etc.

It is also to the prisoner's advantage to not abuse his privileges, since his conduct determines to a large extent his chances of a shorter sentence.

GENERAL APPEARANCE OF THE INMATES

On visiting the penitentiary one may be very much impressed by the composition of the inmates of the institution. One will see many young men; men of college age; men in the twenties--rather than old, gray, and hardened criminals with looks that determine their destiny (according to some) from the time of their birth.

The attitude of the incoming prisoner is somewhat different from that of the incoming boy or girl at the training school. The majority of the students in the training school seem to really feel upset at first, but not so with a large part of the inmates of the prison. The inmates, especially those in the teens and twenties, do not seem to realize at all the serious-

ness of the situation, but have a carefree or important (cocky) air. It is after they have been in the penitentiary a few weeks that they begin to really feel bad and to realize there is nothing "funny" about it at all.

DATA SECURED

The writer made his visit to the Penitentiary of North Dakota on March 3, 4, and 5, 1933, at which time he took complete histories of each inmate in the institution. Intelligence tests were administered to as many as could be brought together without inconveniencing the officers to much. Tests were given to twenty-five, representing the fourth, sixth, eighth, ninth, tenth, and eleventh grades.

The following is a copy of the information sheet which was filled in concerning each inmate in the prison:

Initial _____ Number _____ Nationality _____
 Occupation _____ Religion _____
 Sex _____ Age when committed _____ Education _____
 Matrimonial status _____ Nature of offence _____
 _____ Town _____ County _____
 Birthplace _____ Sentence _____

This study is concerned, of course, only with the State of North Dakota, but is probably typical of the other states of the Union.

CHAPTER II

AGE AND INTELLIGENCE OF INMATES

Because there has been much misinformation regarding the ages of law-breakers, it was deemed important to ascertain the ages of all the inmates of both institutions containing the violators of the state.

1. AGES IN THE STATE TRAINING SCHOOL

Boys and girls who have become delinquent are sent to the State Training School. None below the age of seven are committed, and those above the age of twenty-one are sent to the State Penitentiary. But there are, according to the superintendent of the school, exceptions in which boys and girls past this age are sent to the training school rather than to the penitentiary, depending on the nature of the crime. The District Judge uses his own discretion in this matter. If the crime committed is of a very serious nature, the one committing such act may be sentenced to the penitentiary at an age younger than twenty-one. Some have been committed to the penitentiary at the age of seventeen, and some have been taken to the training school at the age of twenty-two. A tabulation of the ages of those in the institution for juvenile offenders is given below. The numbers for each age and the percentages are indicated in Table I.

TABLE I

NORTH DAKOTA STATE TRAINING SCHOOL ENROLLMENT BY AGES

Age	Number	Percentage
7	1	.44
9	3	1.34
10	4	1.79
11	7	3.15
12	9	4.04
13	18	8.07
14	29	13.00
15	39	17.49
16	36	16.14
17	32	14.35
18	25	11.21
19	19	8.51
20	8	3.59
21	1	.44
22	2	.89

The age having the largest representation is fifteen. This age makes up 17.49 per cent of the Training School enrollment. The ages fourteen, sixteen, seventeen make up 72.19 per cent of the total enrollment. The results of this study of ages correspond to the study made by James Beane in the Indiana State School for Girls. The numbers for the various ages and the percentages in that institution are as follows:

TABLE II

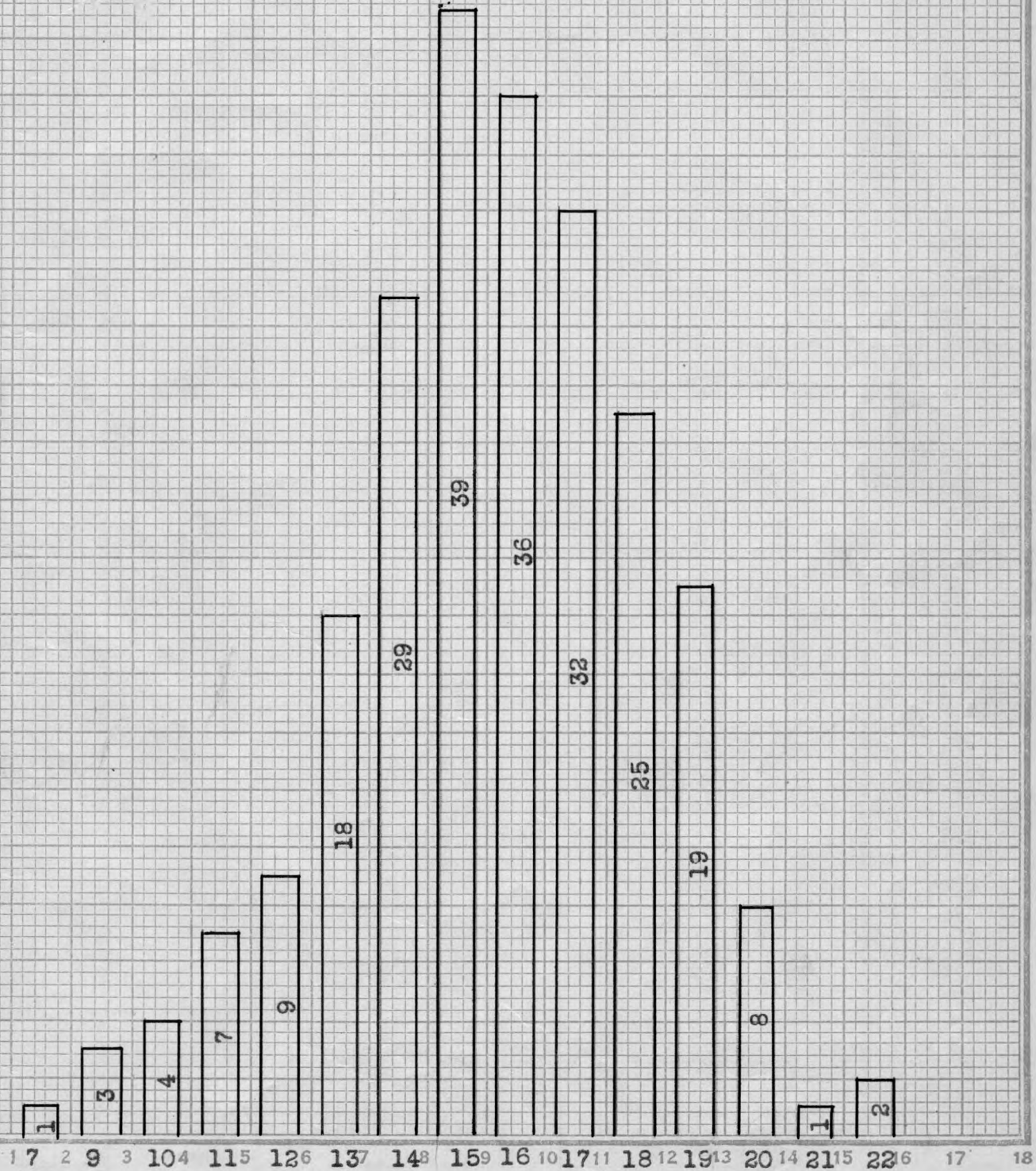
DISTRIBUTION BY AGES OF THE INMATES OF THE
INDIANA STATE SCHOOL FOR GIRLS (1)

Age	Case Frequency	Percentage
10	1	.33
11	9	3.00
12	8	2.67
13	48	16.00
14	70	23.33
15	87	29.00
16	40	13.33
17	37	12.34

1. Beane, James C. "A Survey of 300 Delinquent Girls in the Indiana State School for Girls at Clermont, Indiana," Journal of Juvenile Research, July 1931, pp. 198-208.

Figure 1

STATE TRAINING SCHOOL ENROLLMENT
DISTRIBUTION BY AGES
November 25, 1932



17 2 9 3 10 4 11 5 12 6 13 7 14 8 15 9 16 10 17 11 18 12 19 13 20 14 21 15 22 16 23 17 24 18 25 19 26 20 21 22 23 24 25 26 27 28 29 30 31 32

The four ages most outstanding in the North Dakota State Training School were those of fourteen, fifteen, sixteen, and seventeen with a total percentage of 72.19, while these same ages are represented in the Indiana State School for Girls by a percentage of 78.0. The youngsters of fifteen are most numerous in both of the institutions. In the North Dakota Training School they have a percentage of 17.49 per cent and in the Indiana State School for Girls 29.0 per cent are at that age.

Thomas Travis says on ages of juvenile delinquents,

"At Jamesburg, New Jersey, sixty per cent were between the ages of thirteen and sixteen, most being being fifteen years old, while at the New York Juvenile Asylum most were aged fourteen. The average age of all the delinquent boys is 14.09 and that of the delinquent girl 14.71."(1)

2. AGES IN THE STATE PENITENTIARY

A study of the ages of the inmates of the State Penitentiary is of especial interest. In the institution for juvenile delinquents we should expect to find many of youthful age, but in the institutions for adult offenders it has been assumed that the majority are of middle age or well advanced in life. The ages of those in the State Penitentiary of North Dakota are arranged in the accompanying Table III.

An examination of the table shows that there are more inmates of the age of twenty-seven than any other age. They make up 7.16 per cent of the penitentiary population. Of the total of 363 inmates in the institution 129 are twenty-five years of age or younger, that is, 35.53 per cent. There were 122 between the ages of twenty-six and thirty-five, or 33.61 per cent

1. Travis, Thomas. The Young Malefactor. A Study of Juvenile Delinquency. New York, T. Y. Crowell and Company, 1908, pp. 150-152.

TABLE III
DISTRIBUTION OF THE PENITENTIARY INMATES BY AGES

Age	Number	Percentage	Age	Number	Percentage
17	4	1.10	40	8	2.20
18	3	.82	41	4	1.10
19	11	3.03	42	8	2.20
20	20	5.51	43	5	1.37
21	21	5.78	44	8	2.20
22	19	5.23	45	8	2.20
23	23	6.33	46	7	1.93
24	16	4.40	47	4	1.10
25	12	3.30	48	4	1.10
26	17	4.68	49	6	1.70
27	26	7.16	50	2	.55
28	18	4.95	51	2	.55
29	5	1.37	52	3	.82
30	9	2.47	53	2	.55
31	7	1.93	54	4	1.10
32	12	3.30	55	3	.82
33	7	1.93	61	2	.55
34	7	1.93	64	1	.27
35	14	3.85	66	2	.55
36	13	3.58	69	1	.27
37	2	.55	70	1	.27
38	6	1.70	73	1	.27
39	4	1.10	74	1	.27

of the total population of the penitentiary. We see from these figures that 69.14 per cent of the inmates had entered the institution before their thirty-sixth birthday.

Doctor Cady, in his survey of the ages of First Commitments of 500 prisoners in Iowa found that 76.0 per cent of those inmates were admitted at ages under thirty. If we could have the totals and percentages for the ages to thirty-five we would see a greater percentage than in the case of the North Dakota Penitentiary. The proportion would probably be about 84.0 per cent, which is 14.0 per cent higher than in the North Dakota inmates for those ages. The different numbers for the various ages in Cady's study are shown in Table IV.

Figure 2

STATE PENITENTIARY ENROLLMENT AGES AT TIME OF COMMITMENT

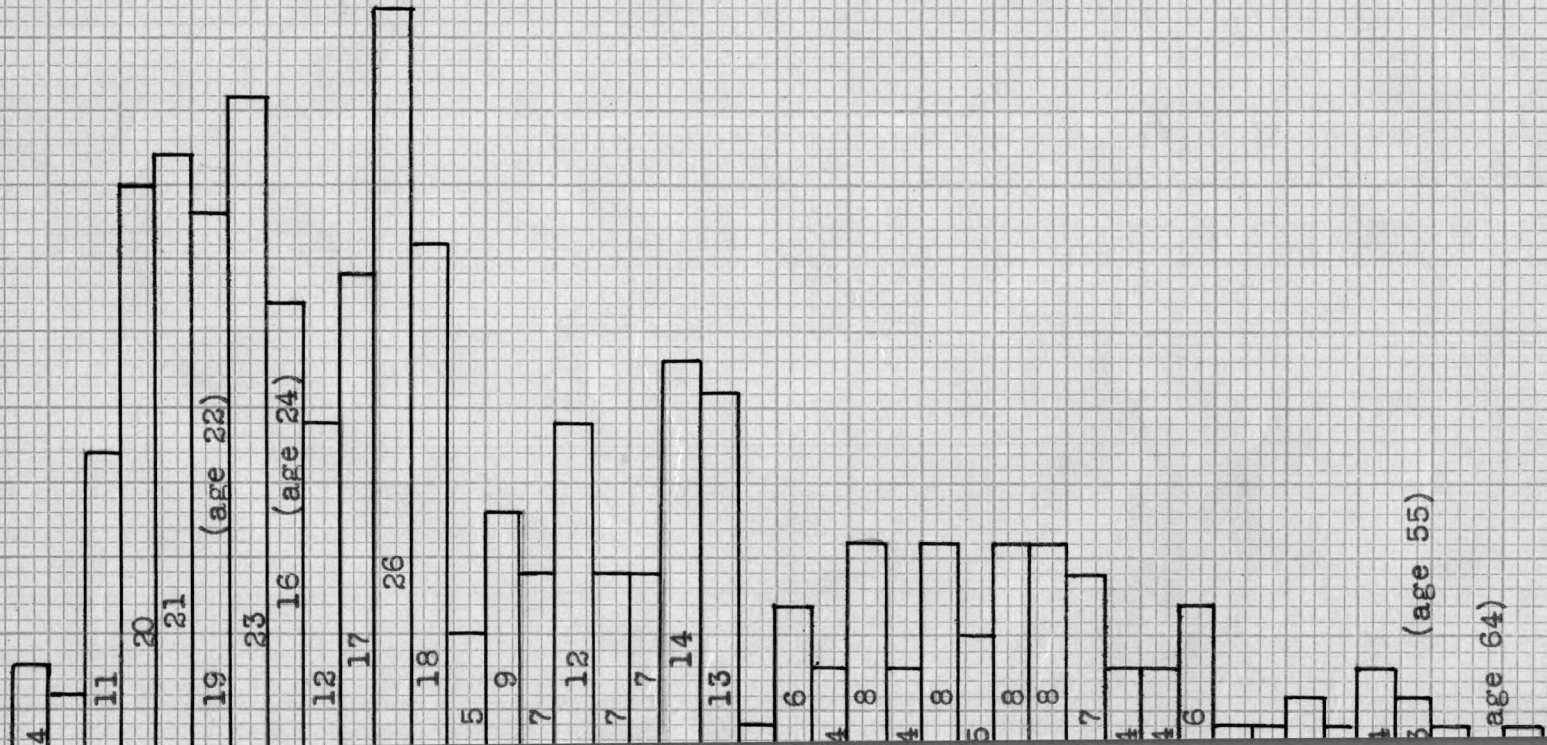


TABLE IV

AGES OF FIRST COMMITMENT OF 500 PRISONERS IN IOWA(1)

Ages	Number	Per Cent
Under 20 years of age	150	30.0
20 to 25	140	28.0
25 to 30	90	18.0
30 to 40	70	14.0
40 to 50	24	4.8
50 to 60	21	4.2
60 to 70	5	1.0

Thomas Travis says, on this topic of ages and crime,

"At Illinois Penitentiary fifty-eight per cent of the inmates committed their first penitentiary offense before the age of twenty-five. At Elmira 89.9 per cent of the inmates were below twenty-five; the indications are that they began their reformatory offences below twenty."(2)

Charles Sherwood Ricker compiled the following table on the ages of 300 inmates of the State Farm in Massachusetts.

TABLE V

AGES OF 300 INMATES OF THE STATE FARM
IN MASSACHUSETTS (3)

Ages	Number	Percentages
16 to 25	63	21.0
26 to 35	54	18.0
36 to 45	60	20.0
46 to 55	52	17.7
56 upwards	71	23.7

3. POPULATION OF THE INSTITUTIONS BY AGES COMPARED WITH STATE DISTRIBUTION

In the Census Reports for the State of North Dakota we find the total numbers for a group of ages rather than for each age and they are

1. Cady, Dr. "Study in Iowa," taken from Bolton's Adolescent Education, New York, The Macmillan Company, Chapter XIII, pp. 291-292.
2. Travis, Op. cit., pp. 150-152.
3. Ricker, Charles Sherwood. "Study of 300 Inmates of the State Farm in Massachusetts," Journal of Juvenile Research, April 1932, p. 107.

classified in Table VI. To make comparisons and to figure ratios, the numbers in the institutions studied have been grouped as they are in the Census Reports of 1930.

TABLE VI

POPULATION OF THE INSTITUTIONS BY AGES COMPARED WITH STATE

All Ages	North Dakota	Training School	Prison
Under 5 years	75,726		
5 to 9 years	78,119	4	
10 to 14 years	79,886	67	
15 to 19 years	75,343	151	18
20 to 24 years	61,853	11	99
25 to 29 years	48,988		78
30 to 34 years	43,341		42
35 to 44 years	82,500		72
45 to 54 years	64,868		42
55 to 64 years	39,548		6
65 to 74 years	22,131		6
75 or over	8,149		
Unknown	393		
Totals	680,845	233	363

From the above table we are able to compute a ratio for each age group and determine at what age crime is most frequent. In the first column on the left the ages are grouped as in the Census Report and in the next column the total population of the state in each group. In the other two columns are the Training School and Penitentiary enrollment in those groups. To find the ratio of any particular group to the population of the state in that group, divide the total in the state by the institution population.

The ages which are represented in the two institutions with the largest ratio are those of fifteen to nineteen inclusive. In the two institutions there are 169 inmates in this age group and in the state as a whole there are 75,343 in this group, making a ratio of 1 to 446. This means that in the state of North Dakota, for every 446 people in this age range there is one representative in one of the two institutions. The second highest

ratio is found in the age range of twenty to twenty-four. In this age range the State of North Dakota has found it necessary to take from society a total of 110 of the 61,853 in that age range, or a total ratio of 1 to 563. The third most frequent age range is that from twenty-five to twenty-nine with a ratio of 1 to 628. The penitentiary has an enrollment of 42 in the age range of thirty to thirty-four to a state population in that range of 43,321, or a ratio of 1 to 1,032. The ages ten to fourteen come next with a total of 67 compared with the state total of 79,886, making a ratio of 1 to 1,192. The grouping of ages thus far has been in five-year ranges while those we take up next are for periods of tenyears each. This will not affect the results as they will be below the ratios so far discussed. In the age range of thirty-five to forty-four inclusive, there are taken from society 72 of their 82,500 of those ages which makes a ratio of 1 to 1,146. The last of any importance are in the ages of forty-five to fifty-four. The state has segregated 42 out of the total 64,868 of those ages in the whole state, or a ratio of 1 to 1,544.

4. THE INTELLIGENCE OF TRAINING SCHOOL PUPILS

THE TESTS GIVEN

In this investigation the Army Alpha Intelligence Examinations, Form V, were administered. There are several reasons for using this particular test, namely, that it is so well known, easy to administer, well standardized and is the test that has been used in the most outstanding surveys of this nature in the past.

In the manual of instruction for use with the Army Alpha Intelligence Test, the introductory statement is as follows:

"The Army Alpha Intelligence Examination was prepared by the Psychology Committee of the National Research Council for the purpose of testing the adult men for army classification

during the recent World War. Since its release for general use in 1919, it has been given to thousands of students in elementary schools, high schools, and colleges. The standards, which are found were computed from the test results of 27,808 students whose school standing was distributed between the fourth grade and high school and college graduate, both inclusive."(1)

Doctor Carl Murchison, professor of Psychology in Clark University, who undoubtedly is the best known authority on criminal intelligence, used the Army Tests in his study, and says of this particular test,

"No assumption is made as to whether the Army Alpha test measures anything that is native. For the practical purpose of this book, intelligence is whatever is expressed quantitatively as measured by the Alpha test. This makes practical comparison possible. Professional psychologists will readily understand the practical necessity for this division of discussion."(2)

PROCEDURE

The tests were administered to the students in the Training School by Mrs. A. C. Scott, principal of the high school, during the Christmas vacation, 1932. They were immediately forwarded to the writer and scored and recorded by him personally. The total number who took the tests was 158 out of the 233 students enrolled at that time. The differences between these numbers are due to three causes; namely, some were below the fourth grade and those were not tested, some were unable to take the test because of illness, and some were granted leave to go home for the vacation period.

DISTRIBUTION OF SCORES

Table VII shows the distribution of scores and ages in the different grades in the Training School.

1. Army Alpha Intelligence Examination Manual--Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas, 7th edition, May 1, 1930
2. Murchison, Carl. Criminal Intelligence, Clark University, Worcester, Massachusetts, 1926, p. 8.

TABLE VII

ARMY ALPHA TEST RESULTS AT THE STATE TRAINING SCHOOL BY GRADE

Score	Age	Score	Age	Score	Age	Score	Age
69	14	125	17	165	17	161	18
64	20	115	14	136	18	142	17
52	18	105	18	131	14	137	14
33	20	103	16	127	17	135	19
		94	16	125	17	134	16
81	17	92	15	108	18	133	16
78	14	88	17	99	20	132	17
77	17	85	17	93	19	130	16
67	19	85	15			124	18
65	13	84	18	159	17	117	17
64	16	80	16	150	15	116	20
58	14	79	17	141	18	114	16
53	17	78	18	138	16	112	16
50	17	78	20	138	16	111	17
26	17	77	19	136	15	110	15
		73	18	128	16	110	19
112	14	73	19	128	19	109	16
106	17	70	16	127	18	108	16
90	14	70	19	127	18	107	14
88	19	68	15	125	16	106	17
88	15	68	18	125	18	105	16
86	15	65	15	122	16	105	17
85	17	64	17	120	18	104	18
84	13	61	17	120	21	102	19
83	14	60	18	119	16	101	17
83	14	58	15	115	20	101	20
82	12	54	18	112	18	99	18
81	17	48	16	112	18	97	14
81	14	47	16	111	19	94	23
77	14			104	18	92	15
75	15	181	18	102	18	86	19
75	21	160	19	101	18	85	20
72	17	150	17	101	19	82	18
65	19	149	17	94	17	81	20
64	17	136	17	90	16	78	17
63	20	133	18	89	17	75	17
62	15	118	20	77	17	75	19
59	20	111	19	73	15	52	19
57	16	104	19			38	21
54	19	100	19				
50	18	96	20				
38	17	89	19				

EXPLANATION OF TABLE VII

In this table the scores are arranged by grades and within each

grade according to rank, the highest score first and the lowest last. The ages of the respective individuals accompany the scores. The median and extreme scores for each grade are given below in comparison with the corresponding scores obtained by Schrammel and Wood for the pupils in the public schools. Those marked (a) are the Training School grades; those marked (b) are the group tested and tabulated by Schrammel and Wood.

TABLE VIII

MEDIAN, LOWEST AND HIGHEST SCORES FOR THE DIFFERENT GRADES IN THE STATE TRAINING SCHOOL AND THE FINDINGS OF SCHRAMMEL AND WOOD (1)

Median Lowest Highest				Median Lowest Highest			
Grade V				Grade IX			
(a) T.S.	58	33	69	(a) T.S.	106	38	161
(b) S & W*	41	9	83	(b) S & W*	97	43	166
Grade VI				Grade X			
(a) T.S.	64.5	26	81	(a) T.S.	120	73	159
(b) S & W	53	20	97	(b) S & W	111	51	172
Grade VII				Grade XI			
(a) T.S.	79	38	112	(a) T.S.	126	93	165
(b) S & W	71	26	126	(b) S & W	122	62	181
Grade VIII				Grade XII			
(a) T.S.	77	47	125	(a) T.S.	125.5	89	181
(b) S & W	85	35	149	(b) S & W	127	67	187

*The letters S & W indicate the group tested by H. E. Schrammel and E. R. Wood for the Bureau of Educational Measurement, Kansas State Teachers College, Emporia, Kansas. Figures were computed from a study of 27,808 students.

The words 'median' and 'norm' will be used in the same sense, meaning 'the midpoint of a distribution, or that point in the distribution above and below which are 50 per cent of the scores.'

The ages are recorded opposite the scores in Table VII in the event that one should wish to compute the intelligence quotient (I.Q.).

The figures given in (b) for the Schrammel and Wood computation will be used as a standard norm for this discussion because of the fact that these figures were obtained from such a large number of cases (27,808).

In the State Training School only one grade, namely the eighth, fell below the norm. In this particular grade ten had median scores or above and nineteen were below, giving us an unfavorable percentage of 65.50, while the sixth grade showed the highest median with six on or above the norm and only two below, giving us only 20.0 per cent below. In the seventh grade we find nineteen above and nine below the norm; the fifth grade had one below and three above, or a favorable percentage of 75.0; both the ninth and tenth grade showed very much larger numbers above than below the norm--in the case of the ninth grade there were twenty-eight above and eleven below, or 74.36 per cent, and in the tenth grade we see twenty-one to nine, giving them a favorable percentage of 30.0. The seventh grade was slightly below the tenth with five above and three below, or in percentages we have 62.25 above and 37.75 below norm.

TABLE IX

PERCENTAGES BY GRADES FALLING BELOW AND ABOVE THE STANDARD NORM, STATE TRAINING SCHOOL

Grade	Percentage Above Norm	Percentage Below Norm
5	75.00	25.00
6	80.00	20.00
7	65.39	34.61
8	34.50	65.50
9	74.36	25.64
10	70.00	30.00
11	62.25	37.75
12	50.00	50.00

The twelfth grade made a poorer record on the scores, with six in the upper and six in the lower, or 50.0 per cent.

If we take all the grades as a whole we find 38.0 per cent to be below the norm and 62.0 per cent above the norm.

ARE THESE DELINQUENTS OF LOW GRADE INTELLIGENCE?

No doubt many people have the idea that these delinquents are boys and girls of low intelligence--distinctly feeble-minded or morons, but such does not seem to case in this study. In the Training School studied 62.0 per cent were actually above the norm. The only grade to fall below to any great extent was that of the eighth which showed a percentage below the norm of 65.5.

Investigations similar to this by Mr. Benjamin Franks of New York State Reformatory in his study of the New Jersey Reformatory at Rahway of 401 cases, and by Mr. James C. Beane of Indiana University in his survey of 300 delinquent girls in the Indiana State School for Girls at Clermont, Indiana, and one by Doctor Henry Goddard, all take their turn at exploding this old idea by actual experimental projects.

In Doctor Frederick Bolton's book "Adolescent Education," he says,

"Investigations made in recent years go to show that seventy-five or eighth per cent of those who are in reformatory institutions would grade in intelligence as fair, good or excellent. Only about twenty-five per cent are especially low grade intellectually. If all the high grade rascals who are outside the penitentiary and reformatories were imprisoned the average degree of intelligence would be very high. The very fact that the high grade rascal is not in the penitentiary shows his shrewdness. He is shrewd enough to keep out of jail. Criminals are foolish but not fools."(1)

According to the figures gathered by Healy and Bronner in their study, they have found results similar to those in this study. They wrote,

"Our figures show clearly that the mentally abnormal among the delinquents constitute a much greater proportion than is found among the general population."(2)

1. Bolton, Frederick E. Adolescent Education. New York, The Macmillan Company, 1931, p. 296.
2. Healy and Bronner. Delinquents and Criminals--Their Making and Unmaking. New York, The Macmillan Company, 1926, p. 150.

Wile and Winn in a comparatively recent article say on this subject of intelligence and crime:

"Even as recently as fifteen years ago we thought that a large per cent of crime was due to feeble-mindedness. Now we have discovered that it is frequently not our stupidest but our cleverest people who become criminals. We have observed that recidivists (people convicted of more than one crime) have a higher intelligence than the first offenders; that among wayward girls on parole, the ones who reform have a lower intelligence than those who do not. Leopold and Loeb were exceptionally brilliant students; Hickman was said to be a leader of his class. Obviously it is not lack of brains that make the criminals; more often it is emotional maladjustment."(1)

CONCLUSIONS FROM OTHER STUDIES

Margaret V. Cobb made a study of 4,717 high school pupils in Wisconsin, Michigan, Iowa, and Illinois and when we compare her study with the results of the Training School scores we see about the same comparison as in

TABLE X

COMPARISON OF MEDIAN, LOWEST AND HIGHEST SCORES OF THE TRAINING SCHOOL WITH THE FIGURES FOUND BY MISS COBB IN GRADES NINE, TEN, ELEVEN, AND TWELVE.

	Median	Lowest	Highest
Grade IX			
Training School	106.00	38.00	161.00
Miss Cobb's Study	96.48	25.00	120.00
Grade X			
Training School	120.00	73.00	159.00
Miss Cobb's Study	110.84	35.00	180.00
Grade XI			
Training School	126.00	93.00	165.00
Miss Cobb's Study	122.89	45.00	185.00
Grade XII			
Training School	125.50	89.00	181.00
Miss Cobb's Study	126.42	55.00	200.00

The case of comparison with the standard norms found in the first study taken up by Schrammel and Wood. The high school students in the training school excelled in all but the twelfth grade in both comparisons.

1. Wile, Ira S., and Winn, Mary Day. "Emotional America," Outlook and Independent, May 8, 1929, pp. 48-49.

Frank's study of 401 cases in the New Jersey Reformatory at Rahway resulted in findings very similar to those in this study. He says, quoting from his article in the Journal of Juvenile Research,

"It is interesting to find that on the basis of this tabulation, only approximately 6 per cent were diagnosed as definitely feeble-minded, as compared to a total of between 7 and 8 per cent diagnosed as of superior mental level. Even combining the feeble-minded with the borderline group, a total of 16 per cent of the entire group, as mentally deficient is not a significantly large figure."(1)

Swift says,

"Two hundred and eighty-five of the 293 boys in the Indiana Boys' (reform) School had ability which was either fair or 'active' while only eight were doubtful. In the Illinois State Reformatory, 353 of the 500 boys included in the last report of average ability, or above the average, and only 147 were below the average."(2)

Doll, after testing a number of offenders in the correctional institutions in New Jersey, reported the percentage as follows: 8.0 per cent were feeble-minded; 14.0 per cent were of inferior intelligence; 45.0 per cent of average intelligence, and 29.0 per cent superior in intelligence.

5. THE INTELLIGENCE OF THE PENITENTIARY INMATES

THE TESTS GIVEN

In this investigation the Army Alpha Intelligence Examination, Form V, was administered for reasons already given in the discussion of this subject in the case of the Training School inmates.

1. Franks, Benjamin. "Study of 401 Cases in the New Jersey Reformatory in Rahway, New Jersey," Journal of Juvenile Research, July 1931, p. 193.
2. Swift, Edgar J. The Psychology of Youth, New York, Charles Scribner's Sons, Second Edition, 1927, p. 109.

PROCEDURE

The inmates who were not on duty were assembled in the prison auditorium March 4, 1933 and the tests administered by the writer personally. Although the number assembled was not large (only twenty-five), it probably is a fair indication of the general trend of the prison population in that State Penitentiary. In examining the graph on the extent of education, we see there are fifty-one that have less than a fourth grade education and fifty-two have an eleventh grade or better. It so happened that no one taking the examination was in the first group and only one in the second group and this happened to be the eleventh grade. It is logical to believe that the one group would about balance the other and thus show an average very near what we find in the twenty-five which appear in Table XI.

DISTRIBUTION OF SCORES

Table XI shows the distribution of the scores and ages, the highest score first and the lowest score last. The ages of the respective individuals accompany the scores. The median and extreme scores for each grade are given in Table XII.

TABLE XI

ARMY ALPHA TEST RESULTS OF TWENTY-FIVE INMATES IN THE PENITENTIARY								
Age	Grade	Score	Age	Grade	Score	Age	Grade	Score
37	IV	171	49	VIII	193	26	IX	134
27	IV	97	28	VIII	154	33	IX	127
29	IV	67	24	VIII	133	27	IX	80
			21	VIII	128			
36	VI	98	20	VIII	118	43	X	187
			27	VIII	117	23	X	122
41	VII	68	27	VIII	111	33	X	104
			39	VIII	101			
			49	VIII	77	17	XI	134
			31	VIII	77			

TABLE XI (CONTINUED)

Age	Grade	Score	Age	Grade	Score	Age	Grade	Score
			38	VIII	69			
			23	VIII	56			
			24	VIII	41			

The scores of the inmates nearly all exceeded the norms for those particular grades but of course that is to be expected because of their mature minds. These scores are of significance when we take the average of the group and then consider the average of the American people as a whole. The average of the scores made by these twenty-five inmates is 114.6 which is very high

TABLE XII

MEDIAN, LOWEST AND HIGHEST SCORES OF THE INMATES IN THE DIFFERENT GRADES OF EDUCATION AS COMPARED WITH THE STANDARD NORM

	Median Score	Lowest	Highest
Grade IV			
Penitentiary	97	67	171
Standard Norm	23	5	86
Grade VI			
Penitentiary	98	98	98
Standard Norm	53	20	97
Grade VII			
Penitentiary	68	68	68
Standard Norm	71	26	126
Grade VIII			
Penitentiary	111	41	193
Standard Norm	85	35	149
Grade IX			
Penitentiary	127	80	134
Standard Norm	97	43	166
Grade X			
Penitentiary	122	104	187
Standard Norm	111	51	172
Grade XI			
Penitentiary	134	134	134
Standard Norm	122	62	181

when we consider the average of American people to be somewhere between sixty and seventy. The highest score made by any of these inmates was 193 and the

lowest score 41.

COMPARISON WITH MURCHISON'S STUDY

Murchison's study, in which he examined the inmates of the penitentiaries of Ohio, Indiana, and Illinois reveals interesting facts. Doctor Murchison found the average intelligence of the 3,429 white criminals to be 64.2. He says, "these criminals are fairly representative of the intelligence of the American public."⁽¹⁾ Murchison says that the average Army Alpha intelligence score of the American people lies probably between sixty and seventy.

1. Murchison, Carl. "American White Intelligence," Journal of Criminal Law and Criminology, Vol. XV, August 1924, p. 263.

CHAPTER III

EDUCATION

1. EDUCATIONAL BACKGROUND OF TRAINING SCHOOL INMATES

Figure 3 shows the extent of education of the inmates in the North Dakota State Training School at the time they were committed. All grades from the first through high school are represented.

Table XIII shows the number of students in the various grades and the percentage of students in those grades at the time of their commitment.

TABLE XIII

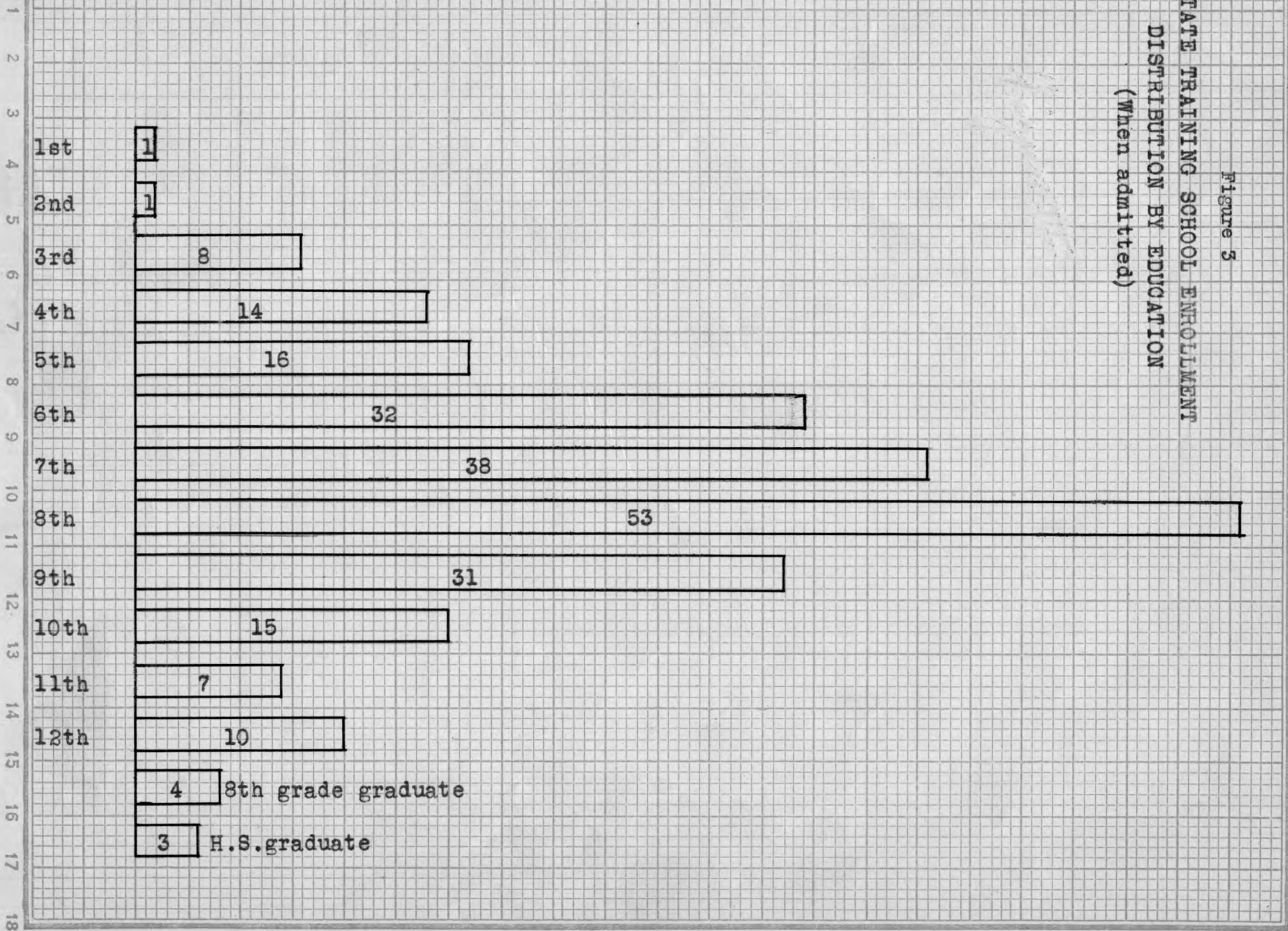
NUMBER AND PERCENTAGE IN THE VARIOUS GRADES IN THE NORTH DAKOTA STATE TRAINING SCHOOL		
Grade	Number	Percentage
I	1	.43
II	1	.43
III	8	3.43
IV	14	6.01
V	16	6.87
VI	32	13.74
VII	38	16.31
VIII	57	24.46
IX	31	13.31
X	15	6.44
XI	7	3.00
XII	10	4.25
H. S. Graduates	3	1.29

The eighth has the largest percentage, with 24.46 per cent, while the smallest per cents are found in the first and second grades, with 0.43 per cent each.

Grades six, seven, eight, and nine make up 67.83 per cent of the entire enrollment of the Training School. Those who have had more than a ninth grade education make up 14.98 per cent while those who have less than a sixth

STATE TRAINING SCHOOL ENROLLMENT
DISTRIBUTION BY EDUCATION
(When admitted)

Figure 3



grade schooling are represented by 17.17 per cent of the total enrollment.

Mr. James C. Beane's survey of 300 delinquent girls in the Indiana State School for Girls reveals the facts in Table XIV. In his study the seventh grade ranked first with 23.0 per cent and the eighth grade ranked second

TABLE XIV

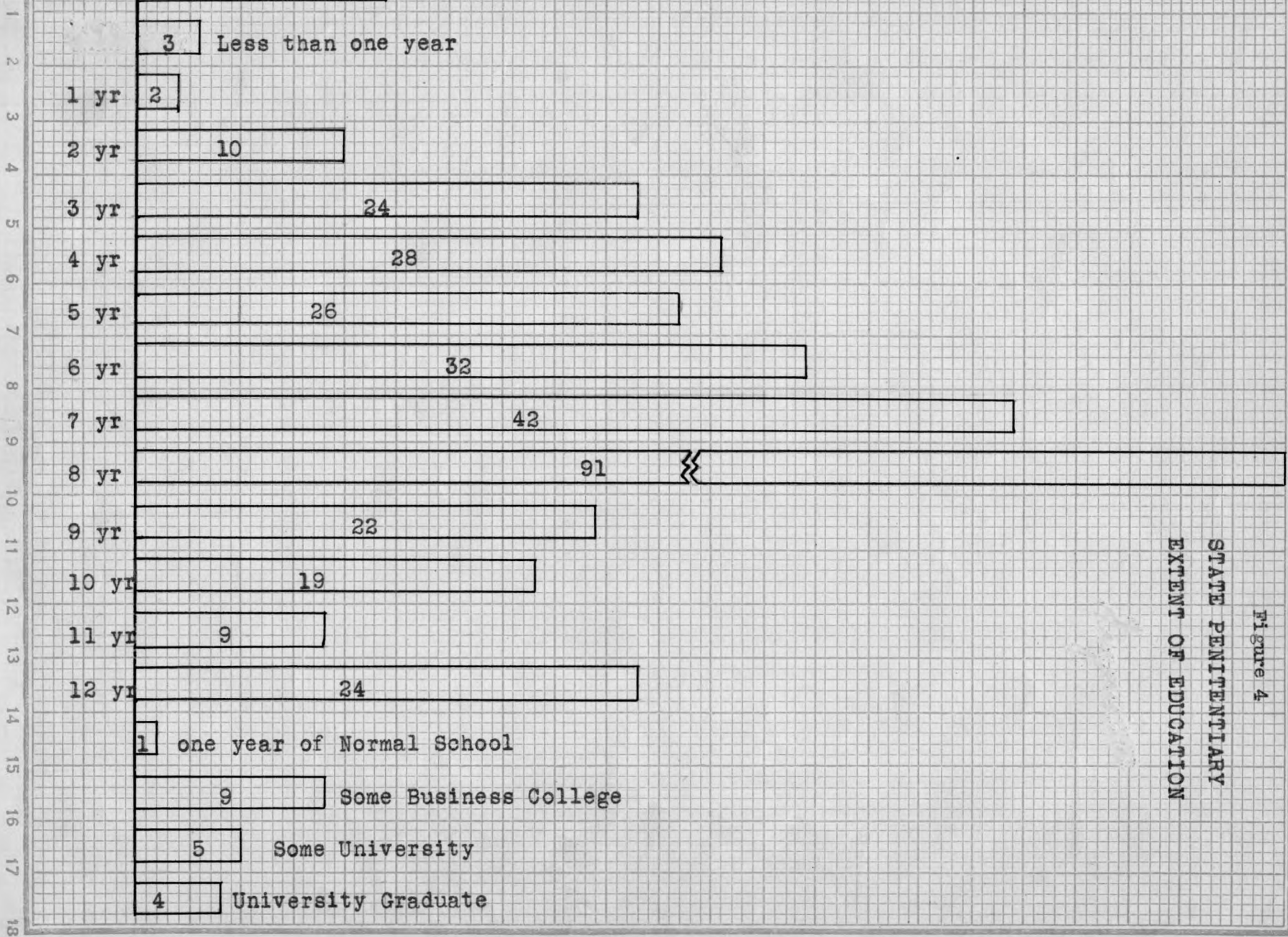
NUMBER AND PERCENTAGE IN THE VARIOUS GRADES IN THE INDIANA STATE SCHOOL FOR GIRLS		
Grade	Case Frequency	Percentage
III	7	2.33
IV	16	5.33
V	30	10.00
VI	60	20.00
VII	69	23.00
VIII	64	21.34
IX	35	11.66
X	13	4.34
XI	3	1.00
XII	0	0.00
H. S. Graduate	1	.33
Questionable	2	.67

with 21.34 per cent. In the case of North Dakota the eighth grade was first with 24.46 per cent and the seventh grade next with 16.31 per cent.

A comparison of these two studies shows that grade six, seven, eight, and nine in this girls' school make up a slightly larger part of the enrollment than in the North Dakota State Training School, the percentages being 76.0 to 67.83. But North Dakota's training school has 14.98 per cent with more than a ninth grade schooling as compared with 5.67 per cent in this group in the Indiana State School for Girls. The percentage in the North Dakota Training School with less than a sixth grade school is 17.17 as compared with 17.36 in that group in the Indiana School.

2. EDUCATIONAL BACKGROUND OF THE PENITENTIARY INMATES

Figure 4 shows the extent of schooling received by the inmates when admitted to the State Penitentiary. All twelve grades of the public school



STATE PENITENTIARY
 EXTENT OF EDUCATION

Figure 4

are represented. Those who have more than a high school schooling are classified as (1) one year normal school, (2) some business college, (3) some university, and (4) university graduates. Twelve inmates claim they have had no education, while three said they had had less than a year of schooling.

Table XV shows the total number of inmates in the different grades and the percentages in each. For 25.07 per cent of the inmates education ceased while they were in the eighth grade. Seventy-one and seven-tenths per cent have received an education of six grades or more, while 28.93 per cent have had less than sixth grade schooling. Those who have had no schooling make up

TABLE XV

NUMBER AND PERCENTAGE OF PENITENTIARY INMATES IN EACH GRADE		
Grade	Number	Percentage
No education	12	3.30
Less than a year	3	.82
I	2	.55
II	10	2.75
III	24	6.61
IV	28	7.71
V	26	7.16
VI	32	8.81
VII	42	11.57
VIII	91	25.07
IX	22	6.06
X	19	5.23
XI	9	2.47
XII	24	6.61
More than H. S.	19	5.23

3.30 per cent, while 5.23 per cent have had more than a high school education. Those who have gone beyond the eighth grade represent 25.60 per cent of the penitentiary population.

Table XVI is taken from a similar study by Charle Ricker of 300 inmates of the State Farm in Massachusetts. Ricker says,

"In all our commitments 12.7 per cent had no schooling whatsoever; 2.7 per cent completed the first grade; 6.3 per cent, the second grade; 9.3 per cent, the third grade; 11.3 per cent, the fourth grade; 12.3 per cent, the fifth; 11.0 per

cent, the sixth; 14.7 per cent, the seventh; 10.7 per cent, the eighth; 4.0 per cent, the first year of high school; 2.0 per cent, the second year of high school; 0.7 per cent, the third year of high school; 1.3 per cent, the fourth year of high school; and 1.0 per cent, the first year of college."(1)

TABLE XVI

NUMBER AND PERCENTAGE IN THE VARIOUS GRADES IN THE MASSACHUSETTS STATE FARM		
Grade	Number	Percentage
0	38	12.7
1	8	2.7
2	19	6.3
3	28	9.3
4	34	11.3
5	37	12.3
6	33	11.0
7	44	14.7
8	32	10.7
9	12	4.0
10	6	2.0
11	2	0.7
12	4	1.3
College	3	1.0

There is a close correlation between this study and the findings of Harold Scidler of the University of Washington, under the direction of Doctor Bolton in 1929. The prisoners admitted to ten prisons in 1929 were classified as to schooling. The prisoners are divided into these three major classes according to schooling: grammar school, high school, and college. Another group is made up of inmates with no schooling but with ability to read and write. Mr. Scidler found 70 per cent of the inmates in the grammar school classification, 8 per cent with no schooling, 15 per cent in the high school group and 4 per cent in college. Of the entire group 2 per cent of those with no schooling could read and write.

1. Ricker, Charles Sherwood. "Study of 300 Inmates of the State Farm in Massachusetts," Juvenile Research Journal, April 1932, p. 110.

TABLE XVII

EDUCATIONAL PRIVILEGES OF THE INMATES OF TEN PRISONS (MEN)

Prison	Number Received 1929	Illiterate	Grammar School	High School	College	Able to Read and Write
Sing Sing, New York	1005	48	771	149	37	
Auburn, New York	1528	220	880	161	38	224
San Quentin, California	1846	119	1167	451	109	
Michigan State Prison	3841	562	2721	463	95	
Folsom, California	2201	73	1959	137	32	
Leavenworth, Kansas	3684	289	2270	834	291	
Atlanta, Georgia	3323	250	2624	371	78	
Minnesota State Prison	1228	63	923	175	67	
Mare Island, California	267	2	170	92	3	
Walla Walla, Washington	780	54	495	184	47	
Totals	19703	1680	13978	3017	797	224

TABLE XVIII

COMPARISON OF THE TEN PRISONS IN TABLE XVII WITH THE STATE PENITENTIARY OF NORTH DAKOTA AS TO EDUCATIONAL PRIVILEGES

	Illiterate	Grammar School	High School	College	No Education but Able to Read
Ten Prisons (Table XVII)	8.	70.	15.	4.	2.
North Dakota Prison	4.	70.	20.	5.	--

In the Penitentiary of North Dakota the percentage within the grammar school group is exactly the same as in the findings of Mr. Scidler, the percentage being seventy in both cases. Only 4 per cent in the North Dakota Penitentiary have no education, while 8 per cent of the inmates of the ten were in this class. The high school group takes in 20 per cent of the North Dakota inmates and only 15 per cent in the ten prisons. The college groups are quite similar with 5 per cent in North Dakota to 4 per cent in the study by Mr. Scidler.

The Wickersham report on Prisoners' Antecedents, published by the Bureau of Census, shows the educational status of 18,111 of the 19,060 persons committed to the American prisons and reformatories during the first six months of 1923. Of this number 2,603, or 14.4 per cent, had attended high school and only 610, or 3.4 per cent, had any college training; whereas 25.1 per cent of the general population twenty-one years of age and over had attended high school and 6.7 per cent, college. In general, the report shows that the commitment ratio is about three times as high for illiterate as for the college group.(1)

3. EDUCATIONAL STATUS OF ALL DELINQUENTS IN NORTH DAKOTA

Table XIX has been made for the purpose of comparison of the two institutions as to schooling of the inmates. The combined enrollment of the pen-

TABLE XIX

EDUCATIONAL STATUS OF ALL DELINQUENTS IN NORTH DAKOTA

Extent of Education	Penitentiary	Training School
No education at all	12	
Less than one year	3	
One year or in 1st grade	2	1
Two years or in 2nd grade	10	1
Three years or in 3rd grade	24	8
Four years or in 4th grade	28	14
Five years or in 5th grade	26	16
Six years or in 6th grade	32	32
Seven years or in 7th grade	42	38
Eight years or in 8th grade	91	57
Nine years or in 9th grade	22	31
Ten years or in 10th grade	19	15
Eleven years or in 11th grade	9	7
Twelve years or in 12th grade	24	13
More than high school	19	--

1. Wickersham, George W. "Crime and Education," Religious Education, January 1932, pp. 9-13.

institution and the training school is 596 inmates. Using this number and the totals in the different grades of schooling the percentages have been computed. The eighth grade seems to have been the stopping place in education for the largest number, with a total of 148, or 24.66 per cent of the inmates. Eighty of these lawbreakers, 13.3 per cent, continued their education as far as the seventh grade. The sixty-four in the sixth grade make up 10.0 per cent of the total. The ninth grade claim fifth three of these men and women, giving that grade 9.0 per cent. The fourth and fifth grades have forty-two each, giving them 7.5 per cent of the enrollment in the two institutions. The twelfth grade has thirty-seven, or a percentage of a little over 6, and the tenth grade is very close with thirty-four, or 6.0 per cent. The third grade with thirty-two has 5.5 per cent. The group in the institutions which had had more than a high school education at the time of commitment numbers nineteen, or a little more than 3 per cent. The eleventh grade with sixteen includes 3 per cent of the total. Eleven, or 2 per cent, stopped in the second grade. There were nineteen recorded as having had either no education or less than a year, making their percentage a little more than 3.

From the foregoing figures we see that 307, or 51.0 per cent, have enjoyed an eighth grade schooling or more, and those having the advantage of less than an eighth grade number 289, or 49.0 per cent of the group.

After carefully examining Table XIX we can hardly say that these delinquents are ignorant and uneducated, and give this as an excuse to justify their appearance in these institutions. The fact that the honor places of valedictorian and salutatorian at the University of North Dakota, according to the superintendent of the Training School, have been held by former members of his school shows us conclusively that they are not unable to learn.

Gustav Aschaffenburg says,

"Knowledge and capabilities are always a mighty protection and a strong weapon in the struggle for existence, but only for the individual. The general increase in education, especially within the limited sphere of the average grammar school instruction, can have no appreciable effect on criminality."⁽¹⁾

Anthony N. Peterson, Protestant Chaplain of the Sing Sing Prison expresses his views on education and crime. He says, "After all, it is not the college that was responsible for sending John to Sing Sing, but rather the home from which he went out unprepared for the greater freedom and larger responsibilities of life in college, and after that, in the great world of men. And the solution of the problem presented by the sadly large number of college men in our prisons is not to refrain from sending any more young people to college (since I became prison chaplain, all of my own children have been graduated from college, and so far, none of them has come within the clutches of the law), but to put something inside of our children that will make them safe--at college or anywhere else.

The writer⁽²⁾ ventures to suggest how a boy can be prepared for college in such a way that his experiences there will not head him toward a state prison.

First, see to it that he has a home that always faces life squarely and honestly, without foolish pretenses, unconvincing evasions or overemphasis on superficialities. A home that is less than fully honest in its attitude toward seemingly inconsequential matters makes it easier for its children, later in life, to be dishonest in what the law considers very important matters. So live within your income, even if that does entail some sacrifices. Do not

1. Aschaffenburg, Gustav. Crime and Its Repression, Boston, Little, Brown and Company, 1913, p. 138.
2. See below.

pretend to be what you are not, or to have what you do not have.

Very early in life begin to teach your boy financial responsibility, and the essential relation between money and work. Give him the largest allowance that you can afford and that it seems wise for him to have, and then make him keep rigidly to it--but do not tempt him to lie by insisting on his accounting for every cent of it. If he really needs more money than you can afford to give him, show him how he can earn it himself. If you want what is nearly a one hundred per cent insurance against his ever going to prison, let him at least earn a part of his college expenses.

From the time that he is a very little fellow, honor him by giving him opportunities to work for the home and sacrifice for the home. Take him into your confidence regarding the problems of the home, including its financial problems. After all, it is his home, isn't it? Why should he not share its problems? Why should it not cost him something, as well as you?

Do not baby him. Treat him like the man that he already thinks he is. Encourage him in his awkward and often annoying attempts at self-expression and self-determination. When he gets into trouble because of his immature judgment, do not pull him out so quickly that he fails to connect cause and effect. Do not spoil him, and do not nag him. One is as bad as the other. Give him ever-increasing freedom while he is living with you--with the burdens and responsibilities and hard knocks that are inseparable from any true freedom--and he will not misuse the larger independence of the college years.

Have some real religion in the home; not just a formal church connection, but the kind of religion that is shown in a wholesome way in the daily life of his father and mother, the kind of religion that will make him, want to do justly, and to love mercy, and to walk humbly with his God."⁽¹⁾

1. Peterson, Anthony N. "College Men in Sing Sing," Red Book, February 1933, p. 30.

CHAPTER IV

PREVIOUS SOCIAL ENVIRONMENT

1. DISTRIBUTION OF OFFENDERS BY COUNTIES

TRAINING SCHOOL

Ward County, with a total of thirty delinquents, has the largest representation in the Training School. The next largest is from Burleigh County; Cass County is next with nineteen; Grand Forks County has fourteen; Williams, thirteen, Burke, twelve, and Ramsey County, eleven. The remaining counties have less than nine each. The counties not represented in the Training School are: Adams, Billings, Hettinger, Pembina, Sioux, Sheridan, Renville, Traill, Simmons, and Steele.

PENITENTIARY

Thirty-nine inmates came from Cass County; thirty-two from Ward County; Grand Forks sent twenty-six to this institution; Burleigh and McLean Counties sent seventeen each; Ramsey and Mountrail Counties thirteen each; Richland and Williams ten each. The counties that are not represented are Emmons and Grigg.

SOME PROBABLE CAUSES OF DISTRIBUTION

The fact that Ward County has a high ratio and the largest number in these institutions is no indication that her people are more wicked--it may be that they have a stricter enforcement of the laws--or it may be that the

TABLE XX

POPULATION BY COUNTIES AND THE NUMBERS FROM THE DIFFERENT COUNTIES IN THE PENITENTIARY AND THE TRAINING SCHOOL

County	Population	Training School	Penitentiary
Adams	6,343	0	1
Barnes	18,804	7	9
Benson	13,327	4	3
Billings	3,140	0	1
Bottineau	14,853	5	6
Bowman	5,119	1	7
Burke	9,998	12	8
Burleigh	19,769	23	17
Cass	48,735	19	39
Cavalier	14,554	5	1
Dickey	10,877	4	4
Divide	9,636	2	4
Dunn	9,566	2	4
Eddy	6,346	1	4
Emmons	12,467	1	0
Foster	6,353	1	7
Golden Valley	4,122	2	7
Grand Forks	31,956	14	26
Grant	10,134	1	4
Grigg	6,889	1	0
Hettinger	8,796	0	2
Hidder	8,031	4	1
Laloure	11,517	3	9
Logan	8,089	3	2
McHenry	15,439	2	7
McIntosh	9,621	1	1
McKinnic	9,709	2	1
McLean	17,991	6	17
Mercer	9,517	4	9
Morton	19,647	6	1
Mountrail	13,544	4	13
Nelson	10,203	1	6
Oliver	4,262	1	1
Pembina	14,757	0	8
Pierce	9,074	3	6
Ramsey	16,252	11	13
Ransom	10,983	2	6
Renville	7,263	0	3
Richland	21,008	1	10
Rolette	10,760	8	5
Sargent	9,298	3	6
Sheridan	7,373	0	2
Sioux	4,687	0	2
Slope	4,150	2	2
Stark	15,340	7	9
Steele	6,973	0	1
Stutsman	26,100	6	8
Towner	8,393	1	1
Trail	12,600	0	9

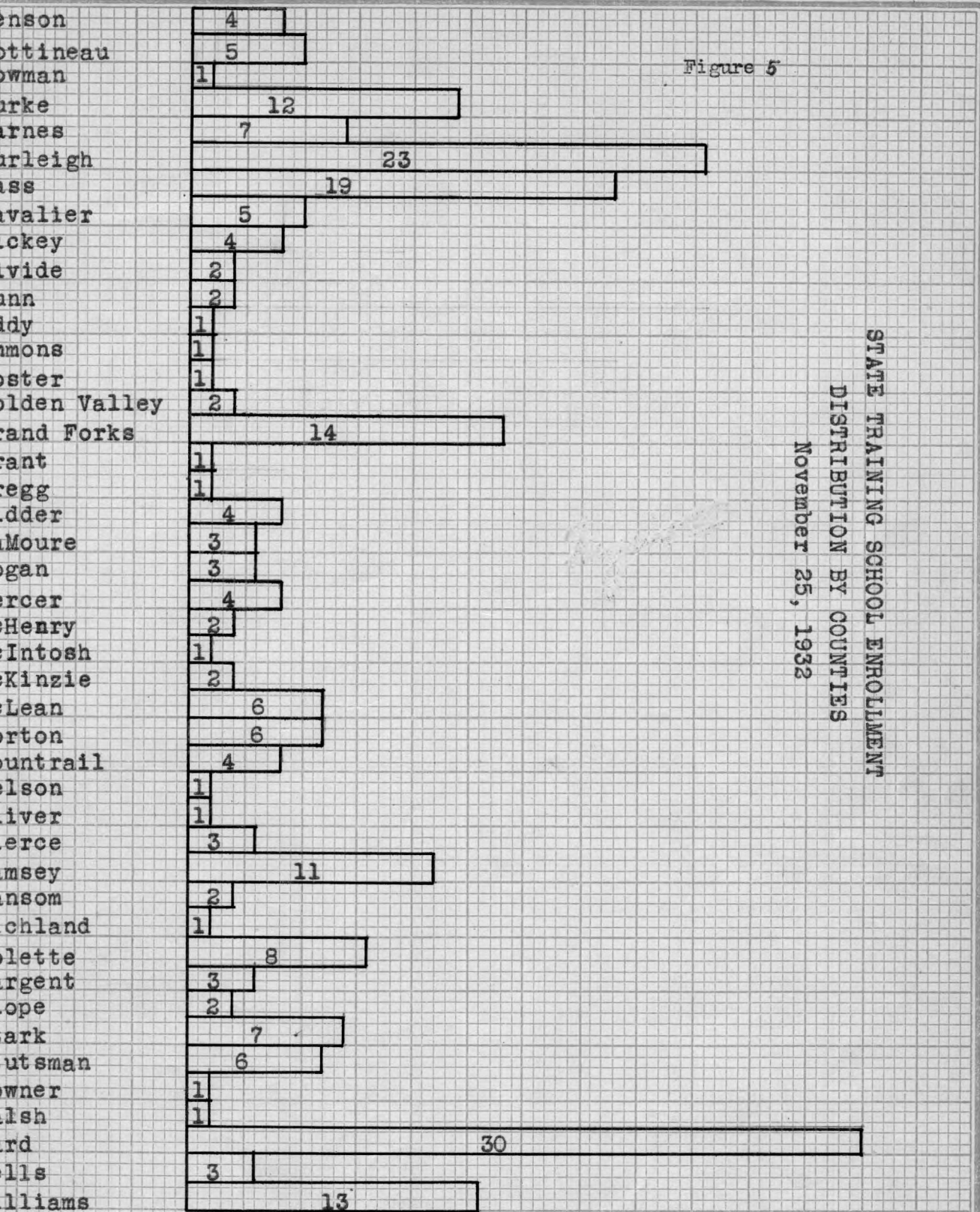
TABLE XX (CONTINUED)

County	Population	Training School	Penitentiary
Walsh	20,047	1	2
Ward	33,597	30	52
Wells	15,285	3	4
Williams	19,553	15	10

counties which are not represented in such large numbers are not as strict as they might be.

Figure 5

STATE TRAINING SCHOOL ENROLLMENT
DISTRIBUTION BY COUNTIES
November 25, 1932



Counties not represented: Adams, Billings, Hettinger, Pembina, Sioux, Sheridan, Renville, Traill, Simmons, Steele

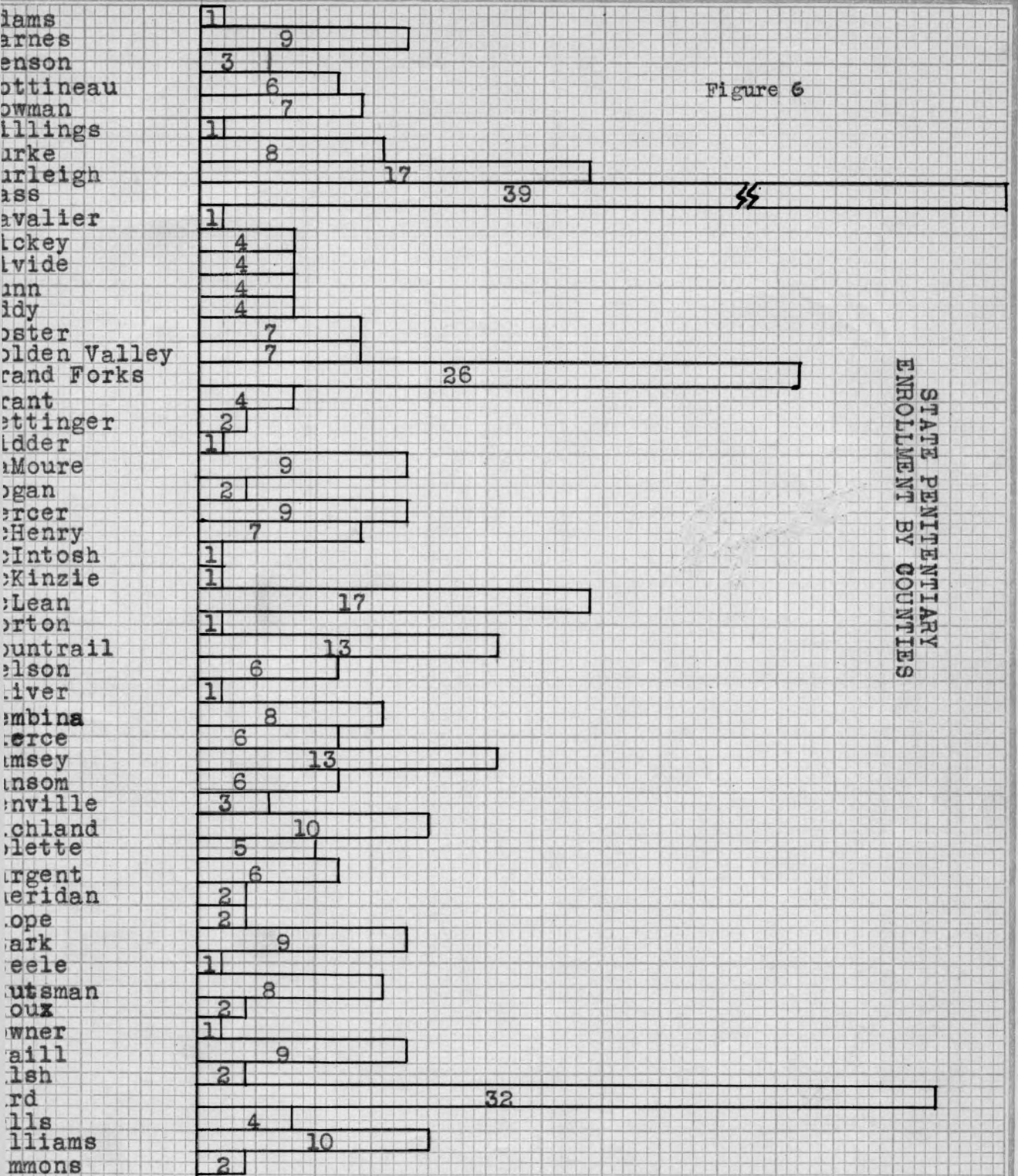
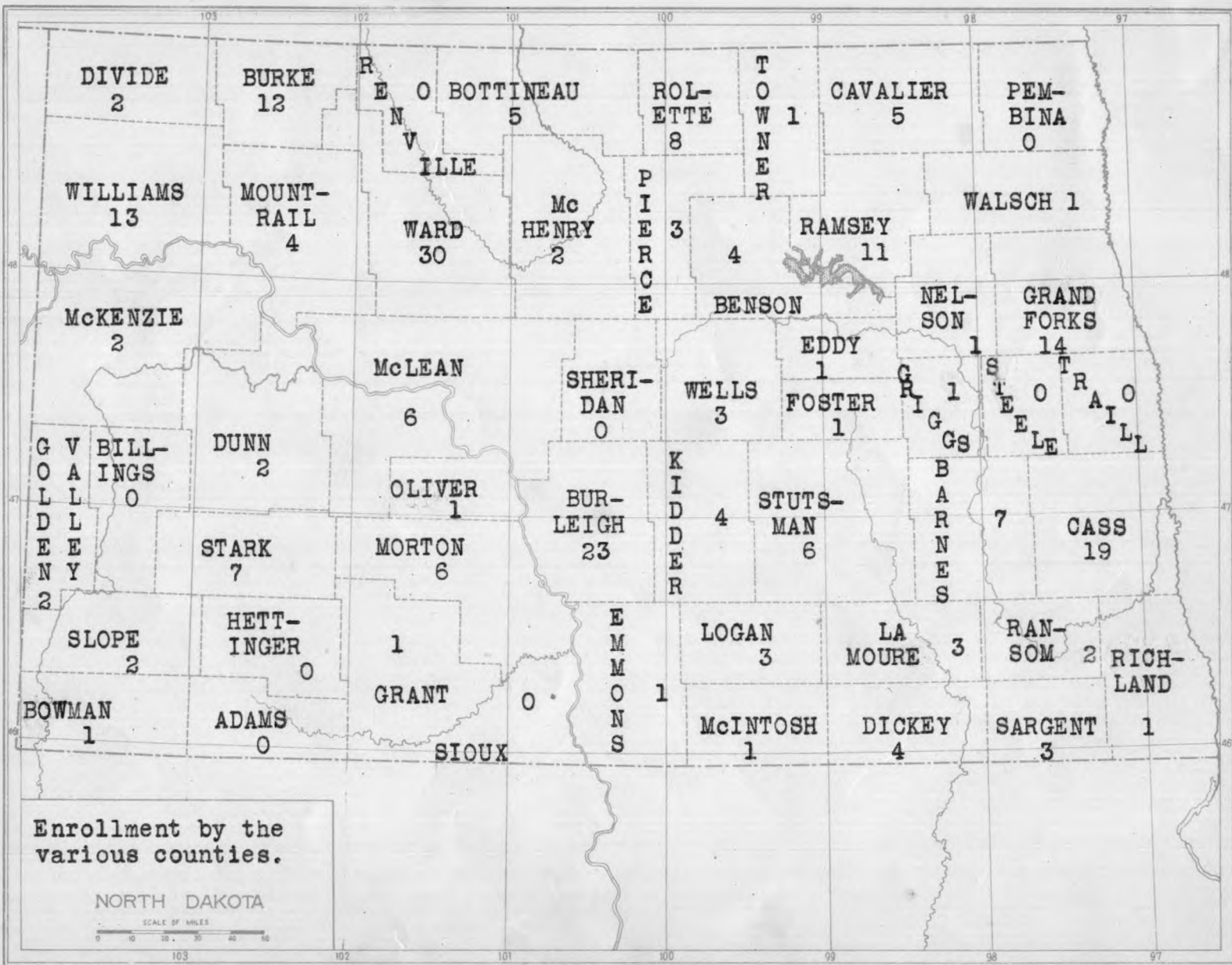


Figure 6

STATE PENITENTIARY ENROLLMENT BY COUNTIES

Counties not represented: Emmons, Grigg



Enrollment by the various counties.

NORTH DAKOTA

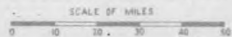


Figure 7

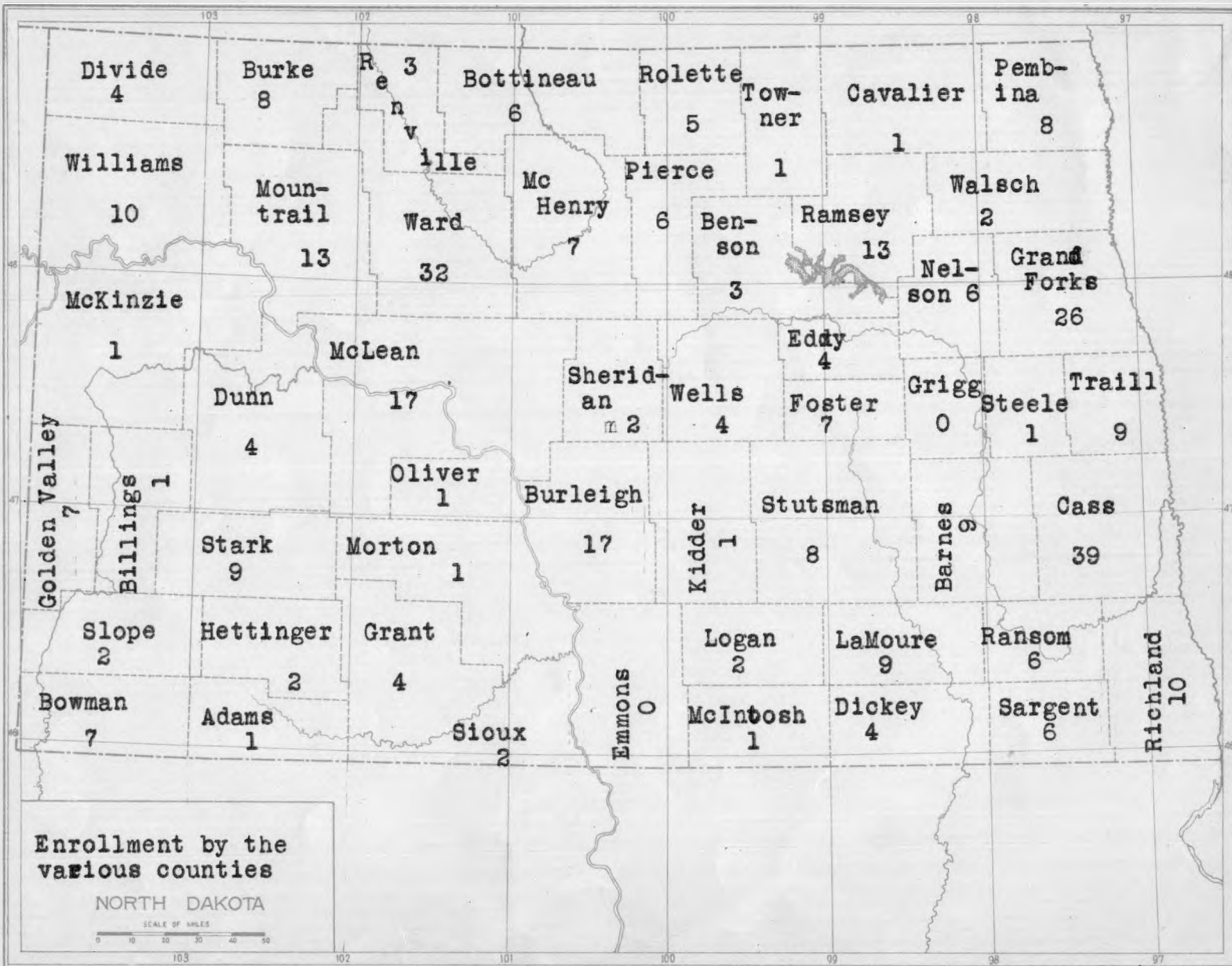


Figure 8

2. BIRTHPLACE OF INMATES

TRAINING SCHOOL

All but thirty-five of the students in the Training School were born in North Dakota, their total being 198. Minnesota is the birthplace of seven of these unfortunates; Montana claims five; Wisconsin, four; South Dakota and Canada three each; Illinois, Nebraska, and New York were given as birthplaces of two each; and one from each of the following states: Pennsylvania, Arkansas, Indiana, Iowa, Kentucky, West Virginia and Ohio.

PENITENTIARY

One hundred eight inmates were born in North Dakota; fifty-four claimed Minnesota as their birthplace; Iowa, twenty-four; Illinois, eighteen; Missouri, seventeen; Wisconsin, fifteen; South Dakota, fourteen; Canada, twelve; and Russia, eleven.

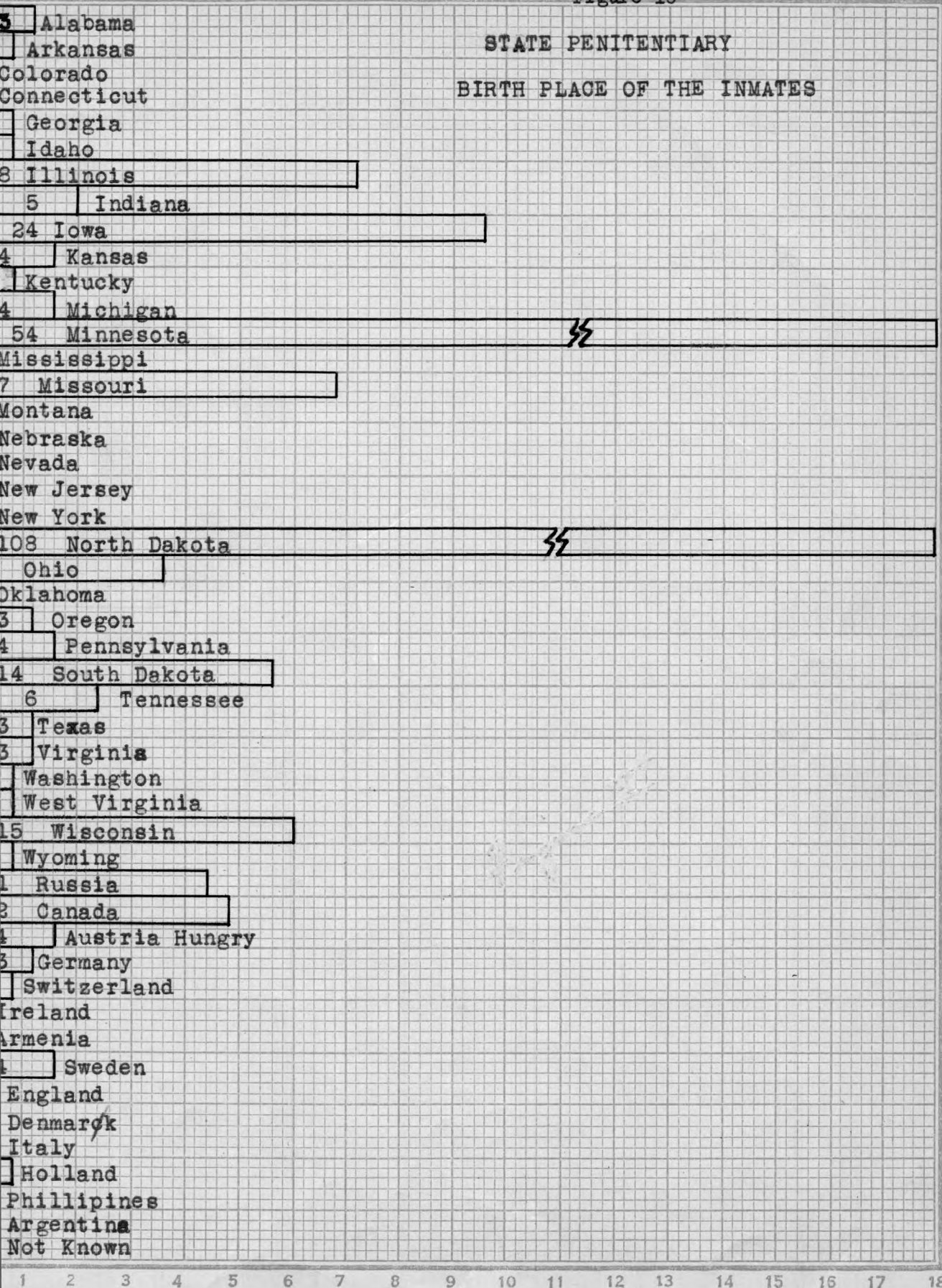
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STATE TRAINING SCHOOL ENROLLMENT
STATE BORN IN

Figure 9

Figure 10



3. HOME CONDITIONS

TRAINING SCHOOL INMATES

From the graph showing the number from the different kinds of homes we find that 143 of the 233 students are from "very poor" or "no homes." This means that 61.33 per cent of the total enrollment is from undesirable homes. Eight and fifty-eight hundredths per cent are from "just fair homes" and 30.09 per cent are from "good homes."

Benjamin Franks says on this subject, concerning the 401 cases in the New Jersey Reformatory: "A broken home, providing little or no family background or supervision, is very often found to be a contributing factor to juvenile or early adult delinquency. Of the 401 cases studied 192, or 48 per cent came from disrupted homes, in which the parents had separated, or one or both parents were dead. The remaining 52 per cent were reported as coming from homes in which both parents were living.

"Whatever the interpretation, it seems well established that a much larger percentage of disorganized homes among families of delinquents than the population at large...The United States Census reports of 1923 covering children under institutional care show that 46 per cent of all juvenile delinquents come from broken homes. It is not unreasonable to conclude on the basis of the results obtained from this group of delinquents, that the same holds true of the young adult delinquents."(1)

James C. Beane makes the following statement in a discussion of home conditions: "Fifty-nine and three-tenths per cent of the homes are rated as "Poor"; 35.0 per cent are marginal and classed as "Sufficient" or in other words 93.3 per cent of the homes from which the 300 girls in this study came are

1. Frank, Benjamin. "Study of the New Jersey Reformatory at Rahway of 401 Cases," Journal of Juvenile Research, July 1931, pp. 200-203.

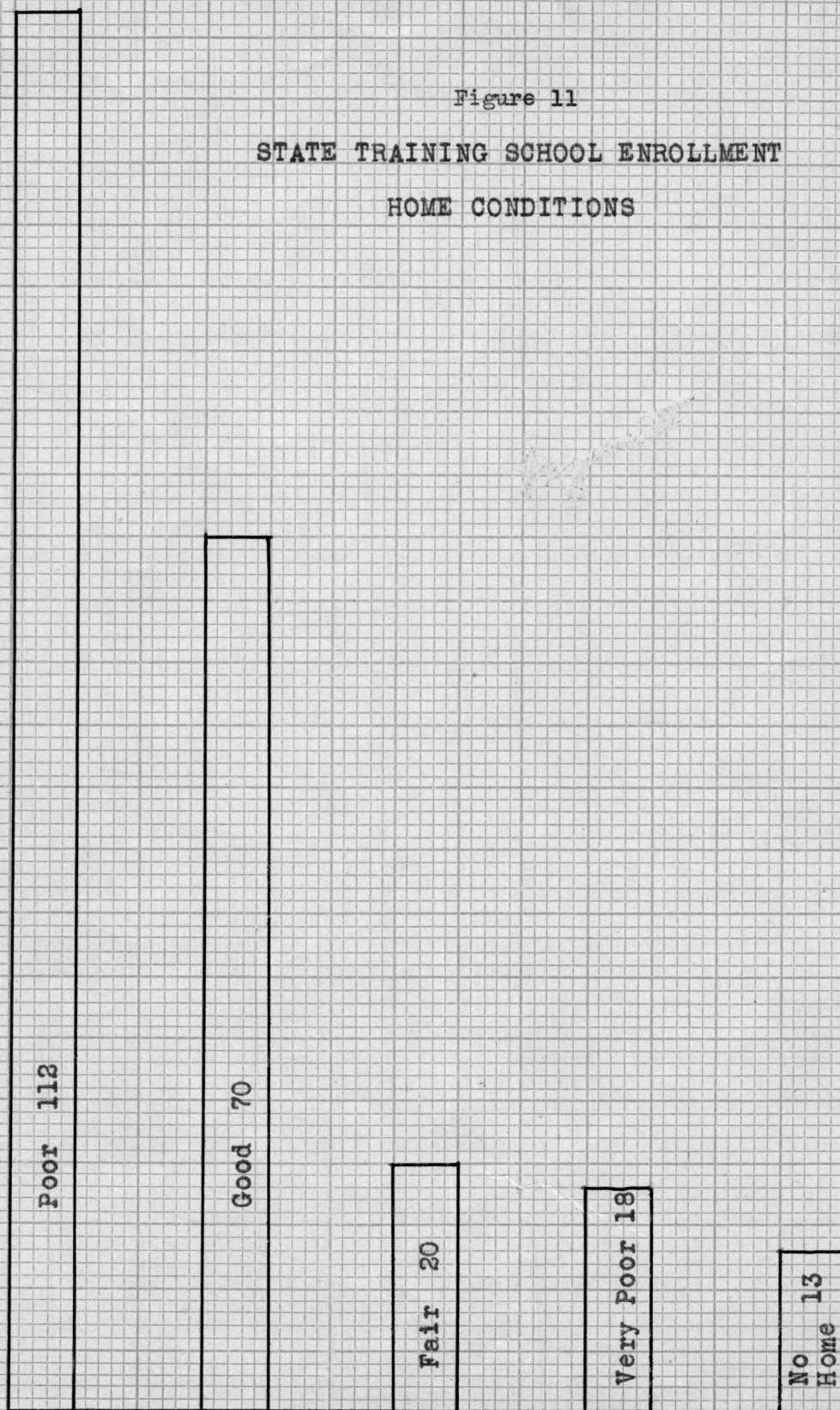
either underprovided with the necessities of life or are on the border-line... ..about seven out of every ten girls come from homes broken by death, divorce, or other causes. Divorce, separation, and common law marriages in the case of eighty girls, or 26.27 per cent, were responsible for their being without stabilizing influence of a united home. Over 42 per cent of the girls' homes are broken by death of one or both parents.....The findings are that 126 girls or 42 per cent of the cases studied, had left home before they came to Clermont....."(1)

Doctor Bolton says concerning this phase of the study: "Broken homes are responsible for a large number of juvenile delinquents. I have been told by some city teachers in grammar grades that as high as fifty per cent of all the children in their rooms were from broken homes. In some cases the children were orphans, in others one parent was dead. In many cases the home was broken by desertion or divorce. In thousands of homes children have never known domestic happiness. They have been constant witnesses of quarrels, profanity, drunkenness, debauchery, infidelity--in fact of almost every crime in the decalogue."(2)

Home conditions have much to do with the destiny of the youth. Although ninety came from fair or good homes, the larger proportion of students in the training school came from "poor," "very poor," or "no homes" at all. To really appreciate this particular part of the study the reader should look over the case problems which appear in a later chapter. These cases are only a representative group and are not the worst by any means.

1. Beane, James C. "A Survey of 300 Delinquent Girls in the Indiana State School for Girls at Clermont, Indiana," Journal of Juvenile Research, July 1931, pp. 200-203.
2. Bolton, Frederick E. Adolescent Education, New York, The Macmillan Company, 1931, p. 309.

Figure 11

STATE TRAINING SCHOOL ENROLLMENT
HOME CONDITIONS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Delinquency frequently originates in a home in which parental relationships are broken. This is due to an extreme lack of parental control, which would not occur under normal conditions of the family life. In such a situation, the child has been allowed to go his way because parents have been incompetent to exercise even the minimum of good discipline or because both were working away from home.

Excessive quarreling in the home has been cited both by delinquents and relatives as causing the particular bad habit or conduct that results in a student being sent to the training school.

Alcoholism, immorality and criminalism in the home are, of course, direct conditioning factors of delinquency of the children in the training school.

The home seems to have failed in its duty by not providing a pleasant place in which the child may stay during his leisure time. The parents of the child have failed to give him a part in the work of the home. In many cases he has nothing to do after school or on Saturdays. As a result he seeks recreation, recreation that often is not uplifting. By this we mean any poor amusements, such as clubs with bad practices, immoral dances, cheap movies, and street life.

4. NATIONALITY

TRAINING SCHOOL INMATES

In the State Training School 208 of the students gave "American" as their nationality, which is too indefinite to use in making comparisons; 24 gave their actual nationality, while one did not know.

PENITENTIARY INMATES

In examining the graph on the penitentiary nationality we find nearly every country represented. The chart below shows the total numbers in the five most common nationalities in both pure and mixed combined. For example, those who gave their nationality as German totaled seventy, but twenty-one more were part German intermixed with Russian, etc. In this discussion these were called German.

TABLE XXI

NATIONALITY TOTAL OF STATE AND PENITENTIARY

Nationality	Entire State*	Penitentiary
Norwegian	124,522	57
Russian	87,072	14
German	54,545	91
Irish	8,087	87
French	1,081	42

*Composition and character of the people of North Dakota taken from the Bureau of the Census for 1930.

In the State of North Dakota there is a total of 1,081 who are either French or of French parentage while in the penitentiary there are forty-two of that nationality, or a ratio of 1 to 25, the highest ratio of any nationality in the penitentiary compared with the total of that group in the whole state. The next highest ratio is found in the Irish group where we find eighty-seven in the penitentiary compared with the total of 8,087 in the state, or a ratio of 1 to 93, which is also a high ratio. Those in the German group are next with ninety-one of the state total of 54,545, or a ratio of 1 to 599. There are fifty-seven Norwegian people out of 124,522, who have found the straight and narrow path too difficult to follow, a ratio of 1 to 2,184. The last of importance in this chart is the Russian group which has only fourteen representatives in the prison out of 87,072 in the whole state, which gives a ratio of

1 to 6,220.

Several writers have stated that crime is more prevalent among certain nationalities, basing their figures on the prison population of the different countries but those figures are of very little value, if any, because there may be variations in the laws of many countries. One act may be considered a punishable crime in one country but not in another. In some countries the jury verdict of manslaughter must be unanimous and not in others.

"General opinion would immediately answer in the affirmative the question whether different people show differences in criminal inclinations. And yet this is something about which we really know very little."(1)

5. OCCUPATIONS

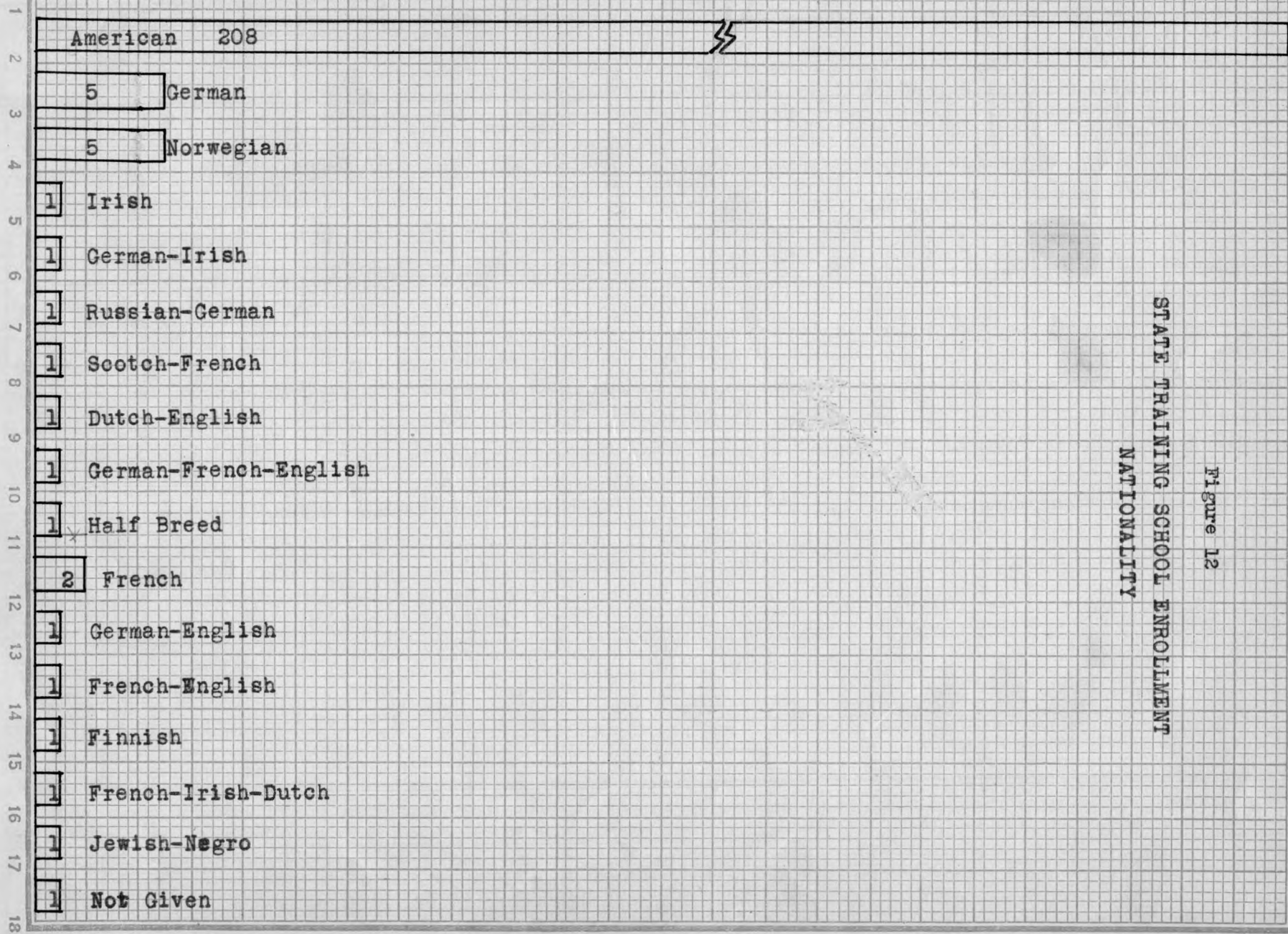
PARENTS OF THE TRAINING SCHOOL INMATES

Of the 233 inmates in the institution fifty-four have parents who are farmers and fifty-four gave their parents' occupation as "laborer." There are eighteen carpenters' children here; eight, children of miners; seven, of fathers working as section hands; six, of railroad firemen; six of painters; and blacksmiths, elevator managers, and railroad employees each have four in this institution. The remaining occupations are represented by less than four each. The occupations of the parents of twenty students are not known.

OCCUPATIONS OF PENITENTIARY INMATES PRIOR TO COMMITMENT

Of the 363 inmates, 123 claimed to be laborers; 100, farmers; ten, barbers; nine, salesmen; and nine, painters; eight claim to be truck drivers;

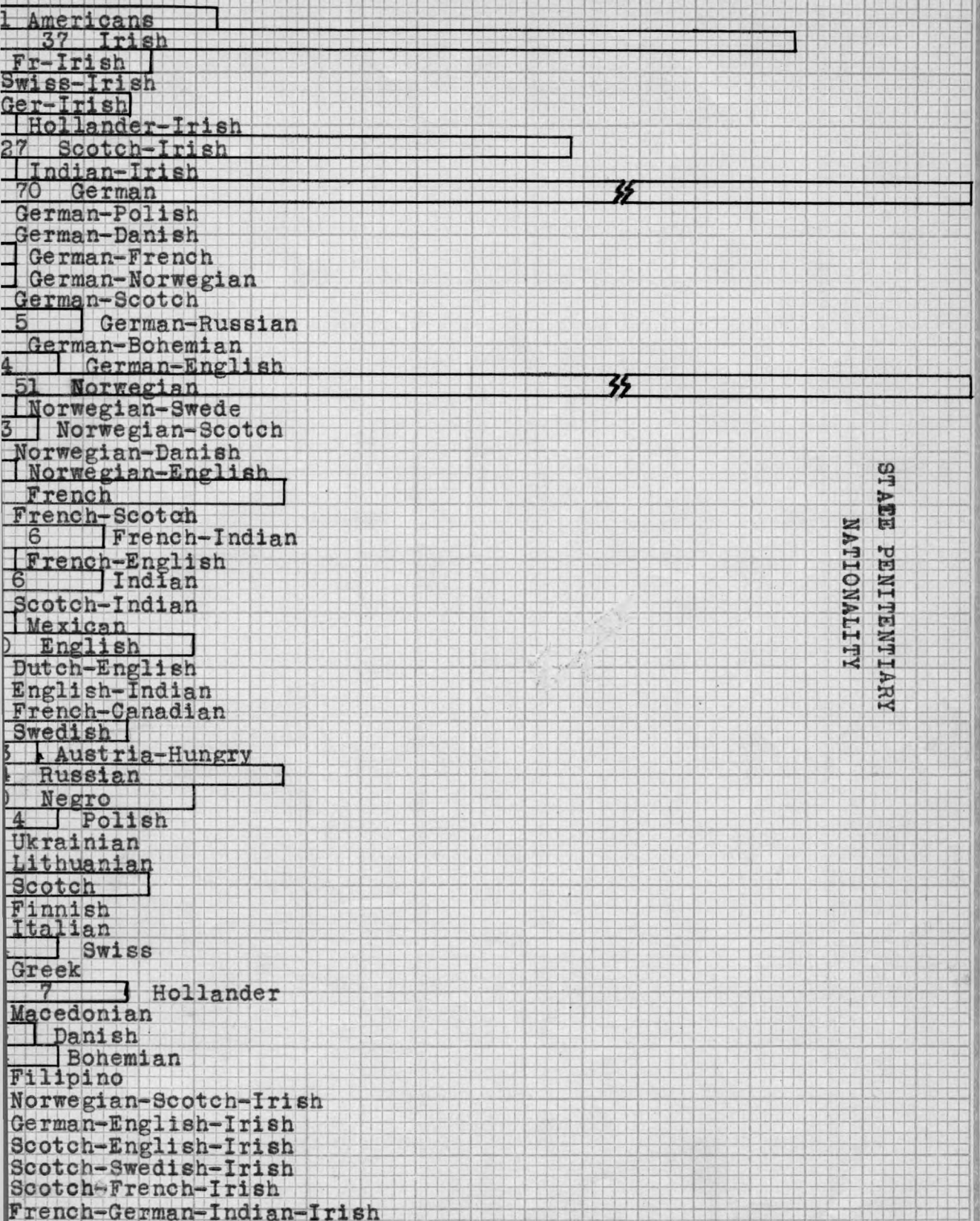
1. Aschaffenburg, Gustav. Crime and Its Repression, Boston, Little, Brown and Company, 1913, p. 30.



STATE TRAINING SCHOOL ENROLLMENT
NATIONALITY

Figure 12

Figure 13

STATE PENITENTIARY
NATIONALITY

Farmers	54
Laborers	54
Carpenters	18
4	Blacksmiths
Winters	6
3	Barbers
3	Pool Hall Managers
6	R.R. Firemen
	Candymaker
7	Section hand
	Brick layer
4	Elevator Manager
	Packing Plant Engineer
	Washers 8
2	Shoemakers
	Junk Dealer
2	Contractors
	Plasterer
	Cook
	Salesman
	Waiter
	Highway Patrolman
	Store owner
	Plumbers
	Janitor
4	R.R. Employees
	Meatmarket Manager
	Truck driver
	Well digger
	R.R. Conductor
3	Electricians
	Tailor
	Mechanics
	Detective
	Policeman
	Mail Carriers
	Water Company Owner
	Auto Repair Shop
	Butcher
	Taxi Driver
	Hotel Operator
	Pattern Maker
	Latherer
	Restaurant
	Theatre Stage Hand
3	Engineers
	Not Known to Child 20

Figure 14

STATE TRAINING SCHOOL ENROLLMENT
PARENT'S OCCUPATION

123	Laborer
100	Farmers
10	Barbers
9	Salesmen
9	Painters
7	Mechanics
8	Truck Drivers
5	Machinists
8	Books
5	Electricians
6	Shoemakers and Harnessmakers
4	Porters
5	Grain and Stock Buyers
8	Plumbers, Boilermakers and Tanners.
3	Blacksmiths
3	Carpenters
3	Interior Decorators
3	Butchers
	Bookkeepers
3	Office Workers
	Taxi Cab Drivers
	Construction Foremen
	Housekeepers
	Bankers
3	Waiters and Waitresses
3	Garment Workers
4	Store Clerks
	Sailors
	Students
	Insurance Agents
	Icecream Maker
	Bakers
	Plasterers and Masons
	Chauffeur
	Deputy Sheriff
	Laundry Worker
	Paper Cutter
	Janitor
	Musician
	Printers
	Brakeman
	Entertainer

Figure 15

STATE PENITENTIARY
OCCUPATIONS

eight, cooks; the plumbing, boilermakers and tinner's trade totaled eight; seven said they were mechanics; six gave as their occupation shoe and harness making; five were in each of the following groups: machinists, grain and stock buyers, and electricians. The remaining occupations are represented by less than five each.

6. RELIGION

TRAINING SCHOOL INMATES

The Catholic religion ranks highest in number in the Training School, with a total of seventy-three. There are sixty-five in the institution who claim they are Lutherans. The Presbyterian religion has twenty-four; the Methodist, nineteen; Baptist, twelve; Congregationalist, ten; and the Salvation Army, five. One comes from each of the following religions: Seventh Day Adventists, Church of Christ, Evangelical, and Episcopal.

PENITENTIARY INMATES

The Catholics again rank first with 106 and the Lutherans a close second with 99. The other religions are represented as follows: Methodist, forty; Presbyterian, twenty-one; Baptist, fifteen; Congregational and Seventh Day Advent, seven each; Episcopalian, three; United Brethren and Church of Christ two each; and one from each of the following: Greek Orthodox, Salvation Army, Pentecost, Church of God and Mormon.

SUMMARY REGARDING RELIGIONS

The graphs explain the exact representation in the penitentiary

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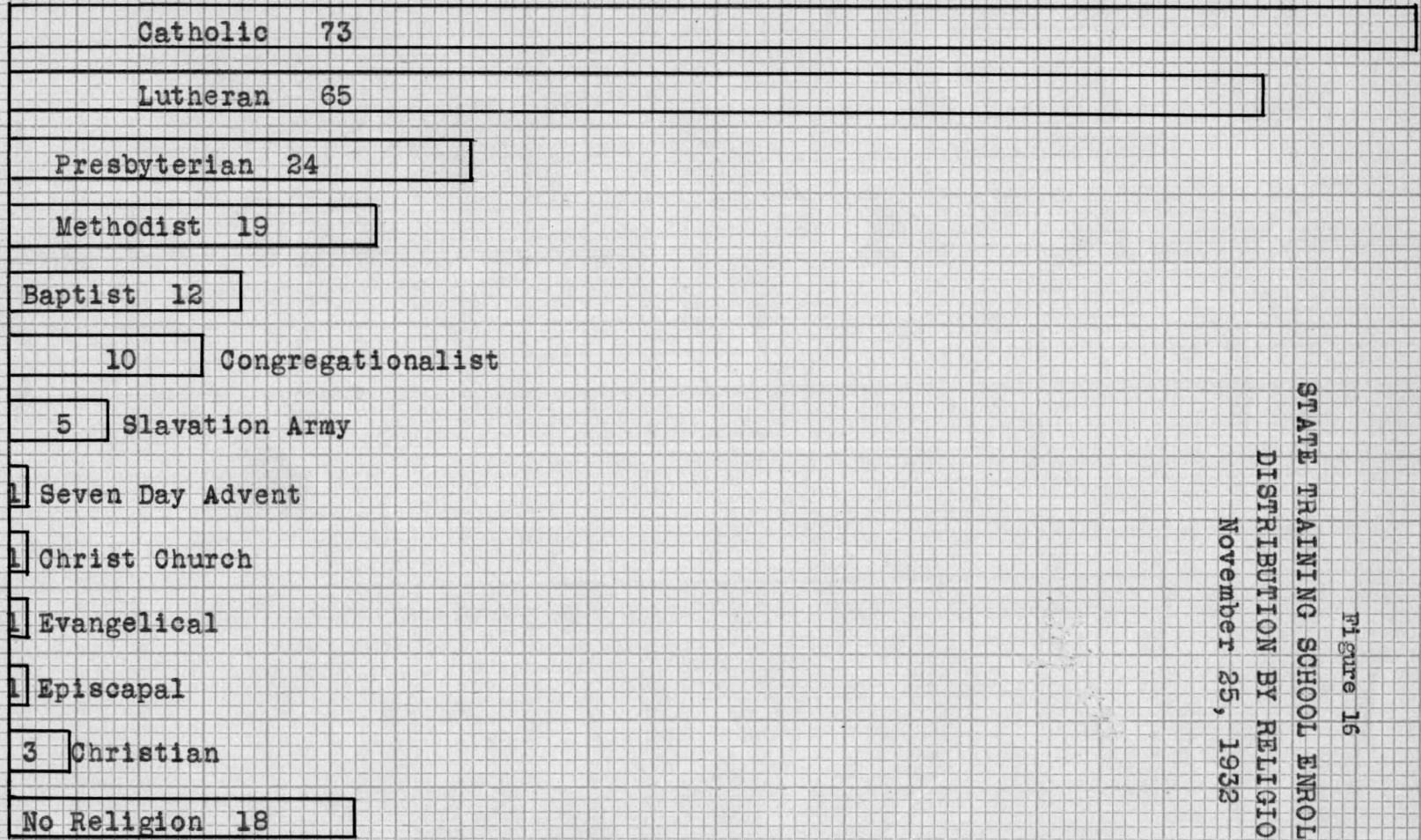
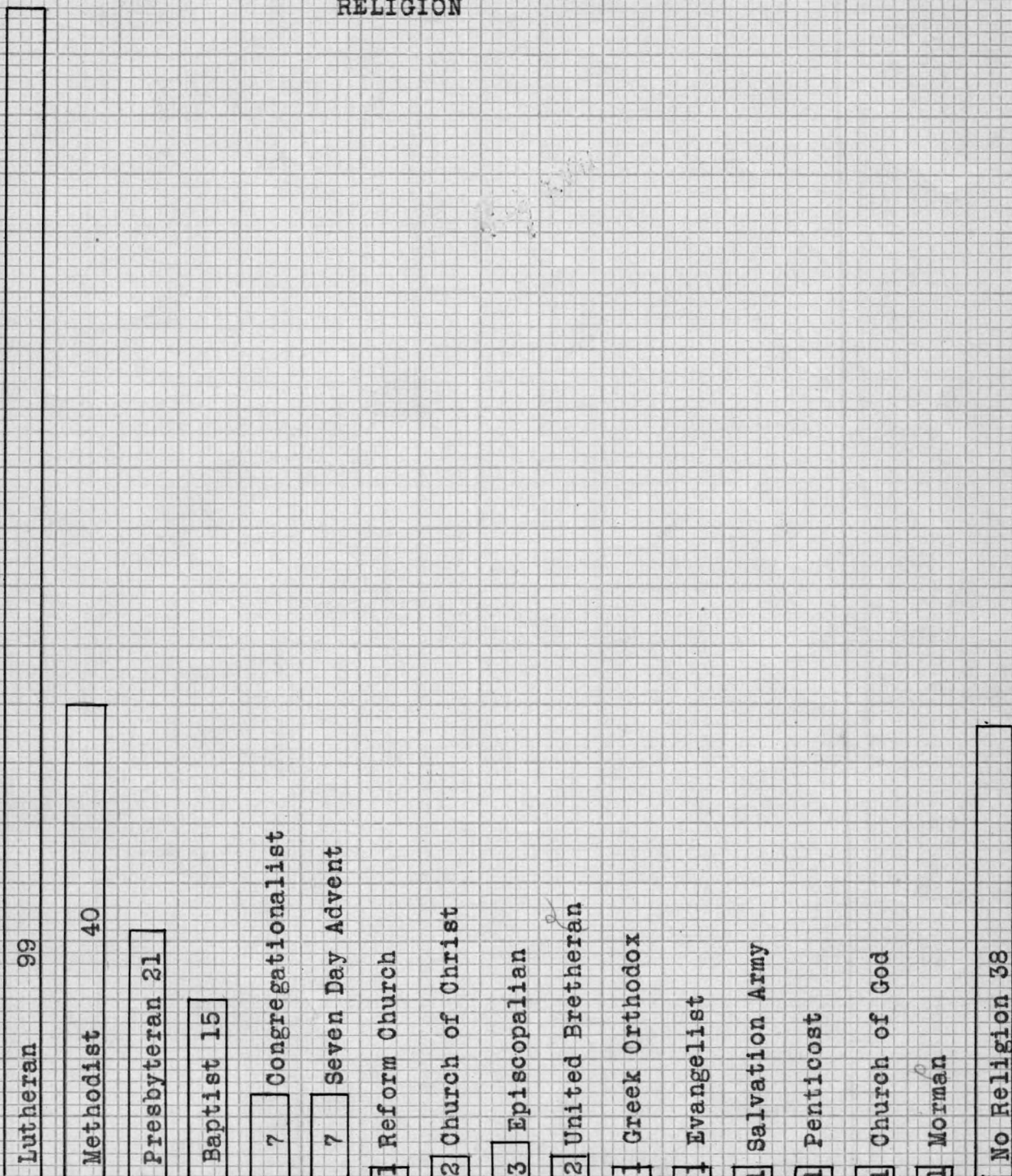


Figure 16
STATE TRAINING SCHOOL ENROLLMENT
DISTRIBUTION BY RELIGION
November 25, 1932

Figure 17

STATE PENITENTIARY
RELIGION



merely gave their Religion as Christian.
gave their Religion as Protestant.

and training school of the different religions and in the charts are shown the total numbers of these religions in the whole state for the purpose of comparisons. In computing the ratios of the numbers in the different religions with those in the whole state, the penitentiary and training school will be combined. Those that are represented in the two institutions by fewer than fifteen each will not be considered.

The ratio of the Methodists is greatest when considering the total in the whole state. They have fifty-nine taken from their ranks of 14,706, or a ratio of 1 to 250. Next is the Baptist group with twenty-seven out of 7,289, or a ratio of 1 to 270. After the Baptist comes the Presbyterian group, with forty-six out of their total of 12,125, or a ratio of 1 to 285. The Congregational Church has seventeen members in the two institutions and when compared with the state total of 9,157 this shows a ratio of 1 to 539. The Catholics are next with 179 out of 104,195, or a ratio of 1 to 585. The smallest ratio is found within the Lutheran group which has 164 in these two institutions from a total in the state of 128,982, giving a ratio of 1 to 786.

It is not the purpose of this thesis to make any rash statements to the affect that any religion is to blame for their going to prison. In these charts and graphs we find merely the denominations to which each individual belongs, but not whether his membership is more than a nominal one, nor the degree of his religious belief and the influence of religious teachings on his thought and actions. On the other hand, the commission of any serious crime is probable proof that the one committing it has lost touch with his religion.

TABLE XXII

STATE TRAINING SCHOOL BY RELIGIONS AND TOTAL NUMBERS IN THOSE RELIGIONS FOR THE STATE OF NORTH DAKOTA

Religion	Training School	North Dakota*
Catholic	73	104,195
Lutheran	65	128,982
Presbyterian	24	12,125
Methodist	19	14,706
Baptist	12	7,289
Congregational	10	9,157
Salvation Army	5	988
Seventh Day Adventist	1	2,017
Church of Christ	1	38
Evangelical	1	3,103
Episcopal	1	No records

*Census of Religious Bodies 1926. Volume I and II taken from Table 32 on pages 654-655 for the State of North Dakota. Published by Department of Commerce, Bureau of the Census.

TABLE XXIII

STATE PENITENTIARY BY RELIGIONS AND THE TOTALS IN THOSE RELIGIONS FOR THE STATE OF NORTH DAKOTA

Religion	Penitentiary	North Dakota*
Catholic	106	104,195
Lutheran	99	128,982
Methodist	40	14,706
Presbyterian	21	12,125
Baptist	15	7,289
Congregational	7	9,157
Seventh Day Adventist	7	2,017
Reform Church	1	1,085
Episcopalian	3	No record
United Brethren	2	141
Greek Orthodox	1	No record
Salvation Army	1	988
Pentecost	1	No record
Church of God	1	109
Mormon	1	No record
Church of Christ	2	38

*Census of Religious Bodies 1926. Volume I and II taken from Table 32 on pages 654-655 for the State of North Dakota. Published by the Department of Commerce, Bureau of the Census.

7. MARITAL STATUS OF PENITENTIARY INMATES

The chart below shows the marital condition of the male population of those fifteen year old or over in the 1930 census for the State of North Dakota. In the column on the right are shown the marital conditions of the penitentiary enrollment.

TABLE XXIV
MARITAL CONDITION OF THE STATE WITH THAT OF THE PENITENTIARY

	For State*	Penitentiary
Single	104,297	183
Married	125,670	134
Widowers	9,269	14
Divorced	1,611	32
Unknown	503	---

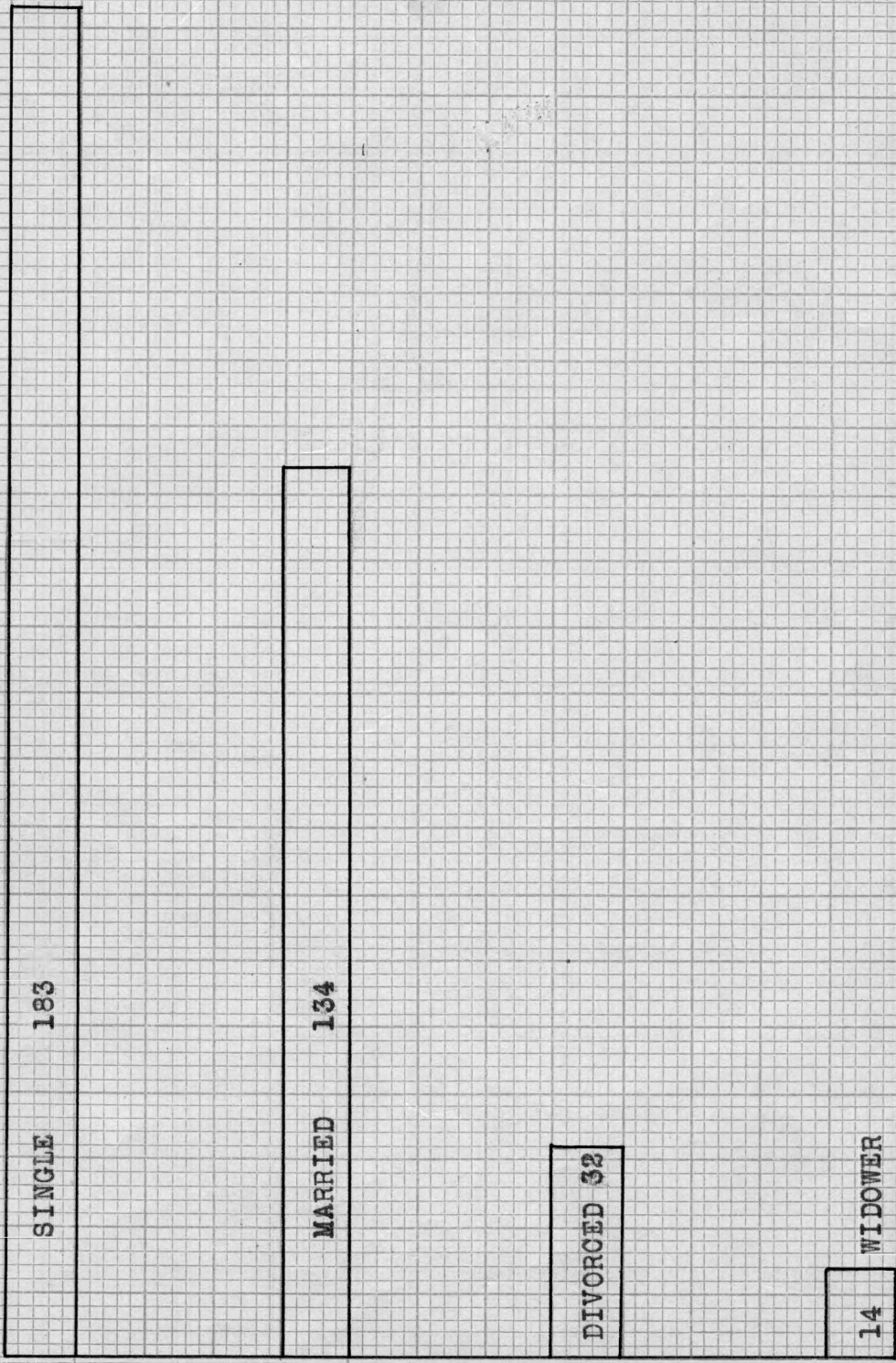
*Taken from Table 8, page 11 of the Fifteenth Census of the United States, 1930.

One conclusion from this study is that the married men in the state show less tendency to commit crime, while the divorcees show a much greater probability to conducting themselves in a way which the state refuses to uphold. In the case of the married men in the prison there are 134 compared with a total in this class in the whole state of 125,670, which makes a ratio of 1 to 938. Among the divorced men the ratio is 1 to 50, a very high ratio. The widower group shows a ratio of 1 to 662, while the single men in the prison have a ratio of 1 to 564.

Fifty and forty-one hundredths per cent of the inmates in the State Penitentiary are single. Thirty-six and ninety-one hundredths per cent of the

Figure 18

STATE PENITENTIARY ENROLLMENT
MATRIMONIAL STATUS



number are married. Eight and eighty-one hundredths per cent were divorced and 3.85 per cent were widowers.

Charles Sherwood Ricker in his study of 300 inmates of the State Farm in Massachusetts found 60.7 per cent to be single; 13.3 per cent to be married; 10.3 per cent to be widowers; 11.7 per cent to be separated, and only 4.0 per cent divorced.(1)

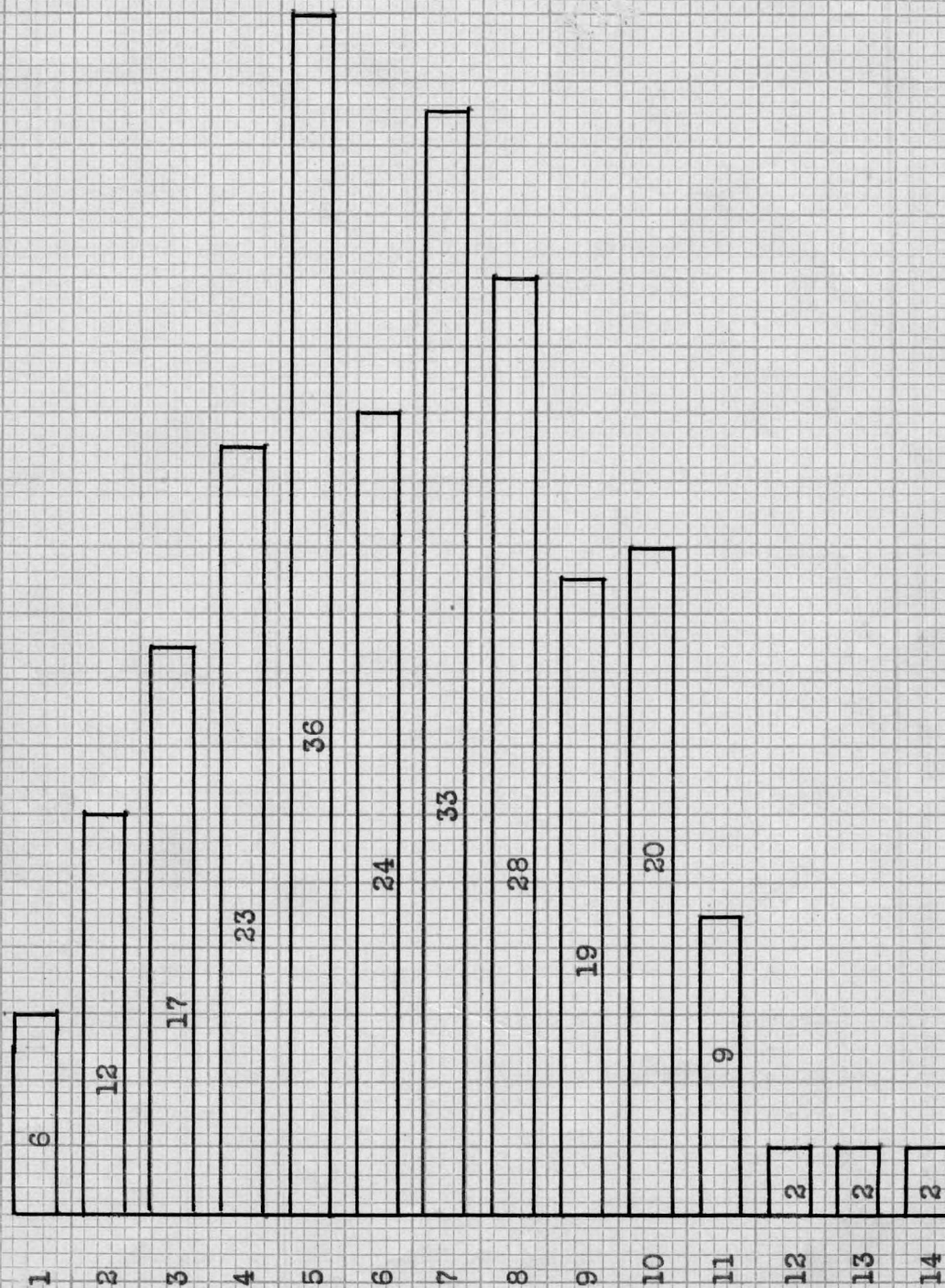
8. SIZE OF FAMILIES FROM WHICH TRAINING SCHOOL INMATES COME

The families from which these youngsters come include from one to fourteen children. A family with five children has the largest representation with thirty-six students, or 15.45 per cent of the total population of the training school. A family of seven children is next, with thirty-three, or a percentage of 14.16. The one-child family has 2.57 per cent; the two-children family 5.15 per cent; families with three children, 7.29 per cent; those with four children, 9.87 per cent; six children, 10.30 per cent; eight children, 12.01 per cent; nine-children families have 8.11 per cent; the ten-children families have 8.58 per cent; eleven-children families have 3.86 per cent; and those with twelve, thirteen and fourteen children each have 0.85 per cent. The average number of children per family is 6.6.

James C. Beane in his study of 300 delinquent girls in the Indiana State School for Girls found that the majority of the girls came from homes in which there were from four to six children.

1. Ricker, Charles Sherwood. "Study of 300 Inmates of the State Farm in Massachusetts," Journal of Juvenile Research, April 1932, p. 106.

Figure 19
STATE TRAINING SCHOOL
NUMBER OF CHILDREN IN FAMILY



9. ENROLLMENT BY SEX

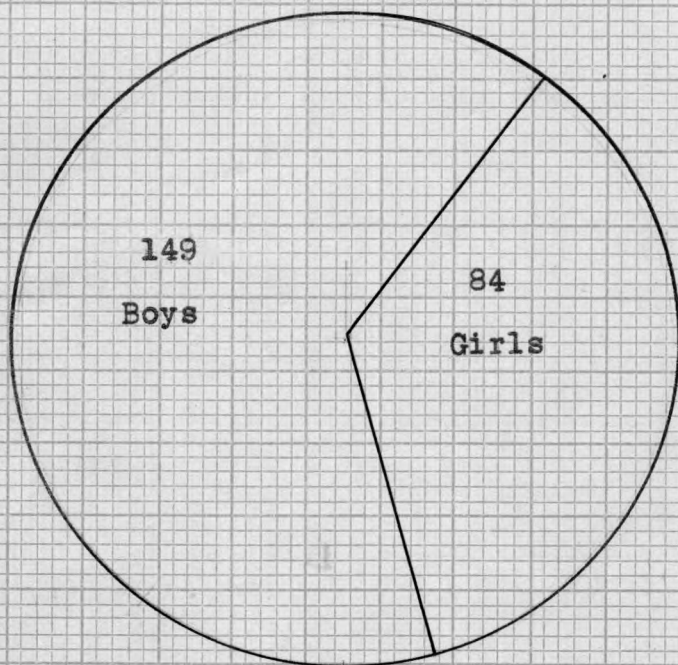
TRAINING SCHOOL INMATES

The State Training School has an enrollment of 233. Of these 149 are boys and 84 are girls, which is 63.95 per cent of boys and 36.05 per cent of girls.

PENITENTIARY INMATES

Only three of the 363 inmates in the penitentiary are women.

Figure 20
STATE TRAINING SCHOOL ENROLLMENT
ACCORDING TO SEX



CHAPTER V

NATURE OF CRIMES AND PUNISHMENTS

1. PENITENTIARY CRIMES

In North Dakota, crimes are classified under four heads, namely, crimes against the state or government, crimes against society, crimes against the person, and crimes against property.

Crimes against the state or government include: violation of the securities commissions act, aiding prisoners to escape, extortion, and escaping from lawful custody of officers. In the penitentiary there are six inmates in this group, comprising 1.65 per cent of the prison population.

Crimes against society include: the liquor traffic, violating the Blue Sky Law, carrying concealed weapons, embezzlement, immorality in the first degree, commissions of felony after previous conviction, and bigamy. There are twenty-four in this group in the penitentiary, which make up 6.61 per cent of the total.

Crimes against the person include: forgery, rape, murder, manslaughter, attempt to commit murder, non-support, indecent liberties, incest, sodomy, assault with intent to commit a felony, assault with intent to commit rape, and assault with deadly weapon with intent to kill. In this group we find 136, or 37.46 per cent, of the penitentiary inmates.

The last group of crimes namely, crimes against property includes: robbery, burglary, larceny, arson, obtaining money or property under false

Figure 21

3	Forgery in 1st Degree	
	11	Forgery in 2nd Degree
5	Forgery in 3rd Degree	
28	Rape in the 1st Degree	
6	Rape in the 2nd Degree	
31	Robbery in the 1st Degree	
38	Murder in the 1st Degree	
	9	Murder in the 2nd Degree
	10	Manslaughter in the 1st Degree
	Burglery in the 1st Degree	
	Burglery in the 2nd Degree	
4	Burglery in the 3rd Degree	
3	Grand Larceny	∞
	Petit Larceny	
	Arson	
	Attempt to commit murder	
7	Non-support	
	Liquor Traffic	
	Auto Larceny	
4	Larceny of Stock	
	Violating Blue Sky Law	
3	Indecent Liberties	
	7	Obtaining money under false pretense
3	Obtaining property under false pretense	
3	Incest	
	Carrying concealed weapons	
	Sodomy	
	Violation of Securities Commissions Act	
	Aiding prisoners to escape	
	Assault with intent to commit a felony	
	Extortion	
5	Entering Bank Building Room with intent to Rob	
4	Embezzlement	
	Uttering a forged instrument	
	Perjury	
	Escaping from lawful custody of officer	
	Immorality in 1st Degree	
	Removing chattle subject to lien	
	Assault with intent to commit Rape	
	Attempted grand larceny	
	Commissions of felony after previous convictions	
	Bigamy	
1	Assault with deadly weapon with intent to kill	

STATE PENITENTIARY ENROLLMENT
ACCORDING TO CRIME

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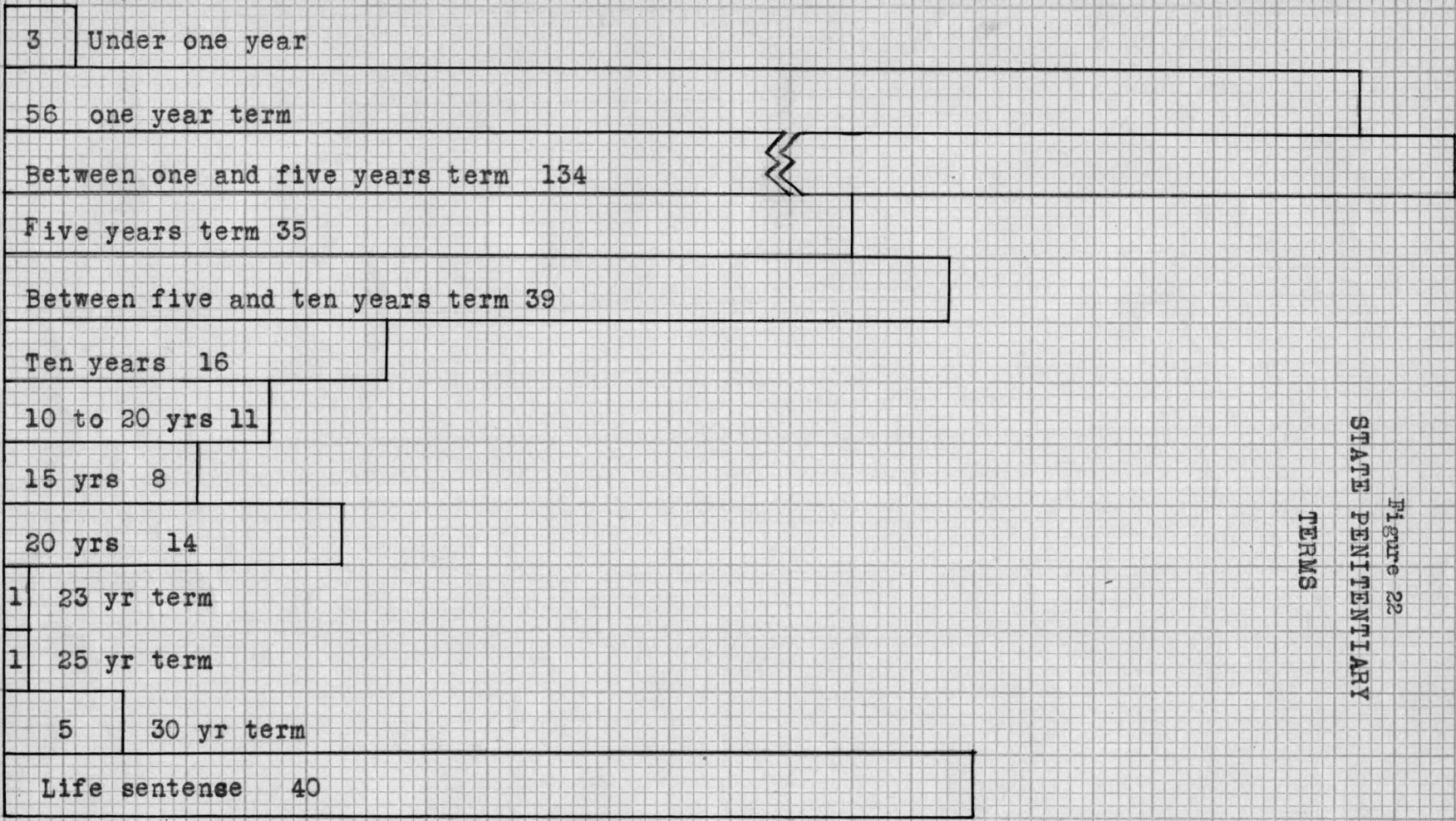


Figure 22
STATE PENITENTIARY
TERMS

pretenses, entering a bank with intent to rob, perjury, removing chattle subject to lien, and attempted grand larceny. This group includes 197 of the inmates, or 54.0 per cent of the entire population of the State Penitentiary.

Figure 21 is a graph showing the total number of inmates convicted of the various crimes mentioned above. Larceny is the crime for which the greatest number are serving. Burglary, murder, robbery, and rape are the other crimes which have caused many to be sent to this penitentiary.

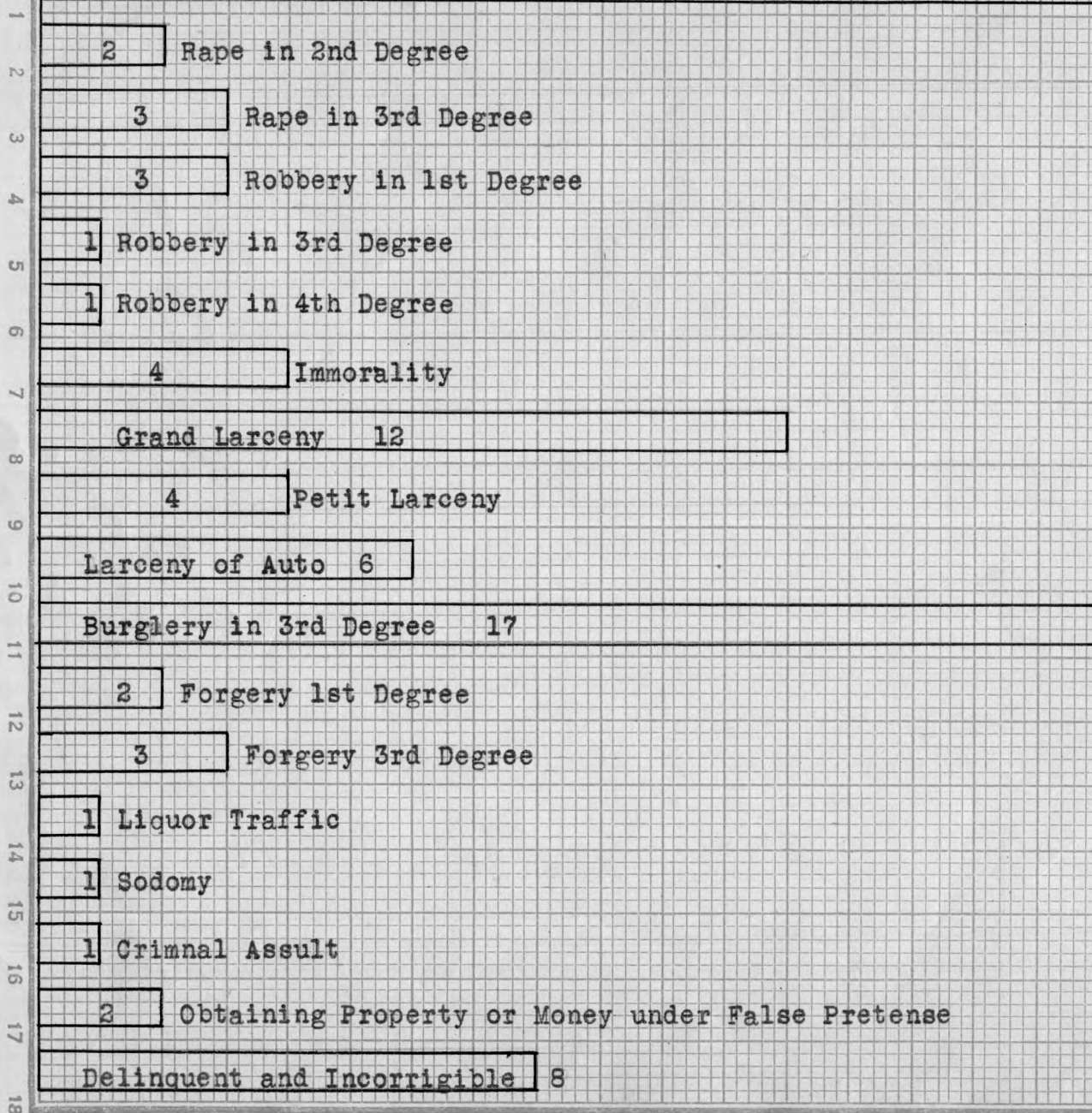
2. TERMS OF PUNISHMENT IN PENITENTIARY

The penitentiary sentences range from less than a year to life. The largest percentage are in for one to five years. The number in for this term is 134, or 37.0 per cent. Fifteen per cent are in for one year. Those in for life make up 11.02 per cent; 10.94 per cent are to serve from five to fifteen years; 9.64 per cent are serving five-year terms; 4.40 per cent are to be there ten years; 3.85 per cent have twenty-year sentences; 3.03 per cent have sentences from ten to twenty years; 2.04 per cent are there for fifteen years; 1.10 per cent are serving thirty-year sentences; less than 1.0 per cent are serving under one-year terms, and less than 1.0 per cent are serving twenty-three and twenty-five year terms.

Figure 22 is a graph showing the length of different sentences and the number of inmates in the penitentiary serving those terms.

3. STATE TRAINING SCHOOL OFFENCES

The largest percentage of the Training School inmates are there because they have been declared delinquent or incorrigible, the percentage being 72.96 per cent. Those who were committed for larceny are second with 9.44 per cent; burglary, 7.29 per cent; rape, 2.14 per cent; robbery, 2.14 per cent;



STATE TRAINING SCHOOL ENROLLMENT
DISTRIBUTION ACCORDING TO
CRIME

Figure 23

Of these, 1.71 per cent are in for immorality. Less than one per cent has committed each of the following: sodomy, criminal assault, obtaining money and property under false pretenses.

4. INDIVIDUAL CASE STUDIES OF TRAINING SCHOOL INMATES

The following are comments by the superintendent on a few of the students in the training school who are typical cases in the school. It is impossible to list all of them in this study.

Female; age 13. Her mother at the age of seventeen had two children. The above was one of these. She and her sister ran the streets with the boys till late at night, so they were sent here to keep them from following their mother's example. Was returned because of misbehavior. Home conditions very poor.

Male; age 12. Sent here because his mother is an unfit and improper guardian, in that she is unable to care for, protect, train, educate, correct, control and discipline said child. Child is growing up in idleness and crime. Father left family and his whereabouts are unknown. Returned. Home conditions very poor.

Female; age 12. Mother dead. Lived with father and younger brother in a two-room shack. Home conditions extremely bad. Passed worthless checks, and committed other theft. Morally indiscreet.

Male; age 10. Home conditions very poor. In for stealing \$56, one Shaeffer Automatic pencil, one fountain pen. Mother and father separated for some time. Boy does not know much about parents. Violated parole and was returned.

Male; age 11. Home conditions very poor. Mother in prison once for selling beer. Broke into school and there stole tennis balls. Mother is now in jail at Duluth, Minnesota, waiting trial for stealing beer.

Female; age 15. Home conditions fair. Parents separated for the past five years and the mother has been working at the Normal School so the could continue her schooling, but it seems that she has failed to do her part, and has been running wild, out late nights and doing just as she pleased. The mother has been unable to control or manage her, and admits that it is for the best interest for all concerned that the girl come here.

Male; age 11. Conditions of the home poor. Is a confirmed liar and absolutely will not tell the truth. In trying to tell his history he will not tell the truth. What we may call a very bad boy.

Female; age 15. Home conditions poor. Her sister was here once. Father is dead. Step-father is living. Brought here for misconduct with young men at _____. Her mother was divorced from her first husband when the girl was an infant and he is thought to be dead now. Mother married again but he is unable to care for her.

Female; age 15. Home conditions good. Could not get along with step-mother. In for stealing a coat. She stole so many articles that she could not remember them.

Female; age 14. Home conditions poor. Was sent here because the mother could not care for and educate her properly. It also appeared that she has been running wild and the mother had no control over her. She admits having sexual intercourse with several different men, and all this is unknown to her parents. One November 2, 1928, she went with _____ to the _____ residence in McKinzie County and occupied the same room. Her father deserted and abandoned his wife and the said child some years ago and the whereabouts of the father are unknown.

Female; age 15. Home conditions good. _____ was permitted to live in town while attending the school and evidently could not stand the freedom, as she allowed boys to spend evenings in her room for immoral purposes. She got into the habit of drinking and smoking while living away from home and it was for the best interest of all concerned that she come to this school.

Male; age 12. Home conditions none. The boy had failed to take care of himself, or as such child should of such age, had caused himself to become filthy and offensive to others because of this bad habit. His father is serving time in the penitentiary of North Dakota and has been there for the past two years.

Male; age 13. Home conditions good. Mother remarried and later committed suicide in Fargo. Skipped school often. Forged checks on the step-father to the amount of \$57 and spent it gambling with men running a Wild West Show at the Fair Grounds.

Female; age 14. Home conditions fair. Forged checks on her mother. Step-father and mother sent her here. Admits having sexual relations with boys and men on various occasions.

Female; age 15. Home conditions poor. Intoxicating liquor was sold in the home. Mother deserted family. Girl often slept with men older than herself.

Female; age 15. Home conditions poor. Parents were separated by divorce. Girl had intercourse with men much older than herself. Cashed bad checks. Took a long trip by 'hitch hiking.'

Female; age 18. Home conditions poor. Family of eight living in cook car (9 x 16). Her sister is in the institution because of immorality with cousin; her uncle is in for rape; another uncle is in for theft; a cousin is in for cruelty to family and for bootlegging. This particular girl had intercourse with several men--boys and men--and the results are that she is now suffering with venereal disease.

Female; age 18. Home conditions good. This girl's husband and father are in the penitentiary of North Dakota for a period of thirteen months for cattle rustling. The girl married at the age of thirteen and had three children. After her husband was put into the penitentiary she went wild--contracted gonorrhoea. Since her husband was released he would have nothing to do with her.

Female; age 18. Home conditions poor. Parents separated and both remarried. The father married one who was a former student of this institution, and the mother married a man who is now in the penitentiary. The girl's problem was one of discipline.

Male; age 18. No home. The charge against the boy was sodomy. His father served a lengthy term in a Canadian prison for killing a policeman. Since his release he has not been heard of. Mother married again but they are poor and she washes for a living.

Female; age 16. Home conditions are poor. Her father is dead. She became pregnant and gave birth to an illegitimate male child. She is to remain here until she is twenty-one.

Female; age 15. Home conditions poor. Parents are dead. Her father was a drunkard and mistreated the family. Her brother is now in jail for drunkenness. This girl has had immoral relations with many men.

Female; age 13. Home conditions poor. Her sister is in the Florence Crittendon Home at Fargo. Father drinks and mistreats the family. Bad associates. Immoral relations with boys and men.

Female; age 14. Home conditions very poor. Parents separated and the child lived with mother who is living unmarried with a man as his house-keeper. Her father was once arrested by the mother for living with another woman. The girl has become a habitual cigarette smoker and drinks liquor. The parents did a lot of fighting.

CHAPTER VI


CONCLUSIONS DERIVED AND SUGGESTIONS FOR IMPROVING CONDITIONS

It is a striking fact that crime begins in youth. In the State Training School the largest number of inmates is between fourteen and seventeen years of age when first committed, these ages making up 72.19 per cent of the total number. In the State Penitentiary the prisoners when first committed are for the most part just beyond the period of youth. Those of twenty-five years, or below, represent 35.53 per cent of the entire population of the penitentiary. This period must therefore be the one in which society should use preventive means to enable them to avoid breaking the laws of the state.

As study of the intelligence scores reveals that as a class these law breakers are not without ability. The old idea, which is so popular even today, that most criminals are feeble-minded, is clearly discredited. It will be necessary to look for other causes leading to their downfall.

The writer is under the impression that there is no relation between the number of years of schooling and crime. A study of the tables showing the extent of education of these inmates shows that they have had about the same schooling as the average person. True, the eighth grade is the outstanding grade in these institutions but that is the case in society as a whole. The eighth grade is the stopping place for the majority of people because of our school attendance laws.

No facts relating to nationality, religion, occupation, size of family, and residence seem to adequately explain commitment. The nationalities which are most prevalent in the state as a whole are represented by the



largest numbers in the correction institutions. The same facts are revealed in the case of religion and occupations. The size of the families has no relation to crime.

To find the cause of crime we must look deeper. Home conditions and environment are potent causes of crime. After reviewing some of the cases in the Training School one is convinced that broken homes are important factors in the beginning of delinquency. Figure 11 showing the home conditions of the the students in the Training School, probably gives the "Good Home" group too large a number. By good home is meant "well provided" but in many cases the home lacks a mother or father due to divorce or desertion. True enough, they have shelter and food, but conditions are far from ideal since something is lacking. The home of today is not the stable unit of a few years ago. Today, for many, the home is a boarding place and rooming house where the children spend as little of their time as possible. And again, work may keep the father away from the home all day and much of the night and it is not uncommon to find homes in which the mother is also away working. In many cases the parents are so taken up with their social affairs that they neglect their children and as a result they are left to wander around idly. Such conditions breed crime. Parents do not take enough interest in what the child is doing--they fail to become acquainted with their children as they should. A little of the old-fashioned home is one assurance of fewer delinquents--getting the old dust-covered Bible down from the shelf and reading a chapter of it now and then should prove much more fruitful than "True Story," "Whiz Bang," and "Snappy Stories."

The schools are far from free of blame for these youths becoming delinquent. Schools have not done all they can to make things pleasant for the child--teachers do not ask the child what he would like, but actually tell

him what he shall take, and in many cases it is to the distaste of the child. Some children may dislike Algebra, English, or Physics before they are ready to take them. The teacher should help the child break down these prejudices and create in him a right frame of mind toward a subject which has great moral possibilities. Some moral value should come to the child from each subject studied.

Our schools will probably have to make adjustments to fit education to the child so that the child inferior mentally can acquire a knowledge which will later aid him in making a living. We may have to give up much that we have in our curricules and put in other things we would not now consider.

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