

THE INFLUENCE OF THE FAMILY AND SCHOOL
ON JUVENILE DELINQUENCY

BY

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	1
Procedures	2
Limitations	2
Definition of Terms	3
II. REVIEW OF LITERATURE	4
Factors Bearing on Juvenile Delinquency	4
Costs Involved in Juvenile Crime	7
Summary	8
III. SURVEY OF INFLUENCE OF THE SCHOOL AND THE FAMILY ON DELINQUENCY	9
Sex and Race	10
Offenses	10
Family Background	11
School Performance	12
Extracurricular Activities	14
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	15
Conclusions	15
Recommendations	16
BIBLIOGRAPHY	21
APPENDIX	23
Appendix A: Letter to Superintendents of Schools	24
Appendix B: Questionnaire - Factors Bearing on Delinquency	26
Appendix C: Letter to Participating Schools	29
Appendix D: Follow-up Letter to Participating Schools	32
Appendix E: Letter of Summary to Participating Schools.	34

LIST OF TABLES

Table	Page
1. Intelligence Quotient Scores Reported on 111 Delinquents.....	13

CHAPTER I
INTRODUCTION

Having read multitudinous reports of the increasing incidence of juvenile delinquency, and having considered the many factors which have either a direct or indirect bearing on the rapid growth of juvenile delinquency, the writer determined to study the primary areas of the problem--the family and the school. This pervasive disease has not limited itself to any strata of society or specific level of intelligence. It has, instead, permeated the entire society leaving every family group subject to its predilections. This is a disease which appears to be immune to inoculations, as the basic factors bearing on its constant spread seem to have been overlooked in the hysteric search for the "one" cause of its inception and "one shot" cure.

Statement of the Problem

Although the other factors which contribute to delinquency such as race, nativity, church, social institutions other than the school and culture areas were carefully considered, it was believed that the basic factors contributing to the increase of juvenile delinquency were the family and the school. Believing that these were the primary causes of juvenile delinquency, the writer decided to pursue the problem in those two broad areas. Briefly stated the problem to be considered: What are the effects of the family and the school on the incidence of juvenile delinquency?

Procedures

In order to attempt to determine the effect of the family and the school on the juvenile delinquent, the following procedures were utilized:

1. Available literature in the entire field of juvenile delinquency was reviewed in a cursory manner to determine the views of sociologists, criminologists and others, to ascertain the consensus of the probable etiology of juvenile crime.

2. The problem was discussed in detail with local authorities interested in this problem--superintendent of school, school counselors, clergy, probation officer and juvenile court judge.

3. A letter to superintendents of schools and a questionnaire dealing with the factors bearing on juvenile delinquency were given a "pilot trial" with the Superintendent of Bozeman Schools, the Bozeman Probation Officer, and the Guidance Director of Bozeman Schools.

4. Based on the recommendations and suggestions of these local school authorities, a letter¹ and a questionnaire² were sent to 73 school superintendents in the State of Montana for their approval.

Limitations

As stated previously, although juvenile delinquency is a multifaceted problem, this investigation is limited to the effect of the family and school on juvenile delinquency. Further, this investigation

¹Appendix A. Letter to Superintendents of Schools.

²Appendix B. Questionnaire - Factors Bearing on Delinquency.

has been limited to high schools in the State of Montana with an enrollment in excess of 100 students, and within the framework of that literature which is available at the Montana State College library.

Definition of Terms

As "juvenile delinquent" has been interpreted in many ways and to avoid any semantic problem in this investigation, the juvenile delinquent paraphrased from Fine³, is defined as: Those individuals whose acts, if committed by an adult, would be considered as a crime, and the individual a criminal.

The etiologies of juvenile crime as indicated by a survey of available literature will be presented in Chapter II.

³Fine, Benjamin, 1,000,000 Delinquents, The World Book Company, New York, p. 31.

CHAPTER II
REVIEW OF LITERATURE

A review of available literature was made to determine the thinking of authorities regarding the basic causes of juvenile delinquency. The literature was limited to only one basic aspect of juvenile crime--the factors bearing on juvenile delinquency. The opinion of the authorities in the field of sociology is that delinquents tend to be similar in only one respect, namely, that they have committed an act which is regarded as delinquency. As an example, Sutherland¹ points out an instance where two brothers, after stealing items from a grocery store, were chased by a policeman. Only one was caught and subsequently appeared in juvenile court, was sentenced, and later ended up a confirmed criminal in the state penitentiary. The other brother, who was not caught, ended up as a Roman Catholic priest. It appears that short legs were the "cause" of this juvenile delinquent.

Factors Bearing on Juvenile Delinquency

The consensus of authorities in the field of sociology has been that the basic factors bearing on juvenile delinquency, although not limited to the following, are: (1) race and nativity, (2) culture areas, (3) home and family, and (4) the school.

Race and nativity. Sutherland² points out that race and nativity

¹Sutherland, Edwin H., and Cressey, Donald R., Principles of Criminology, Lippincott Company, New York, 1955, p. 49.

²Ibid., pp. 136-150.

are important factors as negroes, indians and chinese have arrest rates approximately three times that of the white population. The rates for commitment of the negroes, indians, and chinese is six times higher than that of whites. Similar data indicate that the same commitment rates are similar for first and second generation immigrants. In both instances reports indicate that the environmental factor is the determining one in these high ratios, not race or nativity. The majority of negroes, indians, chinese, and recent immigrants are living in slum areas where crime is at its peak.

Culture areas. As indicated in the preceding paragraph, concerning the bearing of race and nativity on crime, it seemed to be the culture area and not the individuals' race or ethnic origin, that was of most importance. Various factors contributing to crime in cultural areas discussed by Sutherland³ were: regionalism, rural-urban distribution, neighborhood, the gang, and neighborhood institutions. It was made clear that the incidence of juvenile delinquency was higher in certain urban areas of the United States; higher in urban than rural areas; the poorer the neighborhood the greater the incidence of crime; and the gang and lack of neighborhood recreation facilities contributed discernibly to the incidence of delinquency. Without exception, crime and delinquency rates are highest in the center of the slum areas of a city and diminish as one reaches the periphery of the city.

Home and Family. Sutherland⁴ points out that since the family has

³Ibid., p. 49.

⁴Ibid., p. 172.

almost exclusive contact with the child during the period of greatest dependency and greatest plasticity, the home and family play an exceptional role in determining the behavior patterns which the child will exhibit. The task of child training was comparatively simple in early society, but has become extremely complicated in present society. The homes from which delinquent children come are frequently characterized by one or more of the following conditions: other members of the family criminalistic, immoral, or alcoholic, absence of one or both parents, lack of parental control, home uncongeniality as evidenced by jealousies, neglect, over-severity, crowded housing conditions, or domination by one member, racial or religious differences, or economic pressures, such as unemployment, mother working or insufficient income. Based on a study by Sutherland⁵ it was determined that of 420 delinquents committed to institutions in New York, only 1.1 per cent came from homes rated very good or good on the "Whittier Scale for Grading Home Conditions" and the remaining 98.9 per cent came from homes rated fair, poor, or very poor. It seems apparent from these and other very similar observations that the home and family play a highly important role in the prevention of, or fostering of, delinquency.

The School. Since the school has been assigned the major role in training children for adult life, delinquency and crime have often been attributed to "poor education" or "failure of the schools." Probably delinquency and crime are related to the school in the same manner as the family, but the school does not have the specific function of preventing juvenile delinquency. However, the effects of the school on the

⁵Ibid., p. 173.

students' association with delinquent and anti-delinquent behavior patterns are of material importance. Formal education, in itself, does not deter an individual from delinquency, but the school does provide pleasant or unpleasant experiences which may affect the individual's behavior patterns. The Gluecks⁶ have pointed out that truancy and delinquency are closely correlated. Of 2,021 prisoners investigated in one study, 40 per cent had been first committed to an institution because of truancy and nearly all of the remainder had been habitually truant.

Although the school cannot be considered responsible for the prevention of delinquency, it is the opinion of the writer that a child who is satisfied and happy in school is far less of a probable juvenile delinquent than the child who is unhappy and dissatisfied with school.

Costs Involved in Juvenile Crime

Criminologists, sociologists, educators, probation officers, parents and all others interested in the incidence of juvenile crime, have come to the realization of its tremendous cost. Public officials will normally measure the costs in terms of either money or in the increased rate of juvenile delinquency. Educators and parents will often attempt to measure it in terms of sorrow, human misery, and waste caused by such crime. In either respect juvenile delinquency has become "big business" in terms of cost. In measurable costs, it has been ascertained

⁶Glueck, Sheldon, and Glueck, Eleanor, Unraveling Juvenile Delinquency, Harvard University Press, Cambridge, Mass., 1951, p. 47.

that it costs \$8.30 per day for the commitment of these delinquents.⁷ This is a total of in excess of \$3,000 per year, or more than the total expenses of a freshman student at either Harvard or Smith - one year of education for one year of confinement.

Summary

Considering that race, nativity, church, culture areas, the home and family, and the school are all contributing factors in the increase of juvenile delinquency, it appears to be the concensus of sociologists and other authorities that the basic causes of the high incidence of juvenile crime must, of necessity, fall on the shoulders of the home and family. The school in its role as the training agent of the parent must also share in the complicity of the upward rise in juvenile crime.

The procedure followed in the construction, mailing, and soliciting responses to the questionnaire is presented in Chapter II. In addition, results of the questionnaire will be outlined in detail.

⁷U.S. Department of Health, Education and Welfare, Social Security Bureau, Childrens' Division, Juvenile Delinquency - Facts - Facets, Pamphlet Number 10, Washington, D. C., 1961, p. 5.

CHAPTER III

SURVEY OF INFLUENCE OF THE SCHOOL AND THE FAMILY
ON DELINQUENCY

After consultation with local school authorities, the probation officer, and the juvenile court judge, it was determined that a questionnaire type survey was the most feasible manner of investigating the influence of the school and the family on juvenile delinquency. As outlined in Chapter I, a questionnaire¹ and a letter² to school superintendents was devised, given a "pilot trial" with local school personnel, rewritten based upon their suggestions and recommendations, and sent to all Montana high schools with an enrollment in excess of 100 students. The letter with the questionnaire enclosed was sent to 73 high school superintendents requesting that they permit the writer to correspond directly with their guidance personnel concerning the completion of these questionnaires. Of the 73 schools queried, 69 replied with 19 of those indicating a willingness to participate in the investigation. Those that indicated that they could not participate gave varying reasons for non-participation--lack of time, no knowledge of juveniles in locale, and the inability to identify delinquents as juvenile court authorities had refused access to their records. These reasons were given notwithstanding the fact that the questionnaire was to be anonymous. The schools that agreed to participate in the survey ranged from Class C schools from the smallest town in Montana to the largest Class A school. Geographically all areas of Montana were represented by the participating schools. A letter³ was sent to the guidance personnel

¹Appendix A. Letter to Superintendents of Schools.

²Appendix B. Questionnaire - Factors Bearing on Delinquency.

³Appendix C. Letter to Participating Schools.

outlining the problem, the purposes, and the method of completing the survey. Questionnaires were returned from all but one of the schools that had agreed to participate. In this instance the school was refused access to or knowledge of juveniles by the court authorities. Some of the schools were late in returning their questionnaires and a follow-up letter⁴ was deemed necessary. The results⁵ of the questionnaire survey as furnished to all participating schools and those who indicated a desire to be apprised of the results of the survey, are outlined as follows: (1) sex and race, (2) offenses, (3) family background, (4) school performance, and (5) extracurricular activities.

Sex and Race

Of the 143 delinquents reported 129 or 90.2 per cent were male. This closely approximates the national average of approximately 85 per cent of those delinquency cases appearing in juvenile courts being male as stated by Sutherland.⁶ Although 133 of the 143 or 93.0 per cent of those reported were Caucasian, this is not considered to be significant as the population surveyed was nearly all Caucasian.

Offenses

Nearly 40 per cent of those offenses reported were felonies--cases

⁴Appendix D. Follow-up Letter to Participating Schools.

⁵Appendix E. Letter of Summary to Participating Schools.

⁶Sutherland, Edwin H., and Cressey, Donald R., Principles of Criminology, Lippincott Company, New York, 1955, p. 111.

legally determined to be more serious than misdemeanors. This perhaps is not significant as 133 of the 143 or 93.1 per cent reported had previously been declared juvenile offenders. It is, however, significant that this large a percentage of the juvenile offenders were repeaters or recidivists. It would seem to indicate that this is one area in which corrective action could be concentrated. If most delinquents are repeaters it is essential that parents, school authorities, and juvenile court workers take concerted action at the first indication of delinquency. This indeed appears to be a nearly certain predictive index for future delinquencies and should be recognized as such.

Family Background

Nearly 60 per cent of all delinquents reported came from 84 broken homes. Of these, 64 had parents who were separated or divorced while 20 had foster parents. Sutherland⁷ indicated that the ratio of broken homes among delinquents and the general child population is about two to one. The percentage of mothers working among those reported in Montana high schools was 69.2 which is in close approximation of the Gluecks study⁸ which indicated that of the 500 delinquents and 500 nondelinquents reported in this momentous project, 47 per cent of the delinquents had working mothers, whereas only 33 per cent of the nondelinquents had working mothers.

There was no significant indication of delinquency of siblings in relation to the reported delinquent as only 49.4 per cent of the delinquents

⁷Ibid., p. 175.

⁸Glueck, Sheldon, and Glueck, Eleanor, Unraveling Juvenile Delinquency, Harvard University Press, Cambridge, Mass., 1951, p. 112.

had delinquent siblings. It appears that this figure may have been significant if there were indications of the number of nondelinquent siblings who were either too young to commit delinquent acts or whose age would have caused these acts to no longer be a matter of record. Most reports of this type have similar difficulty in statistical analysis.

There were no accurate data available regarding family income in Montana upon which a valid comparison could be based, but it should be noted that of the 143 delinquents reported on this survey: 14.7 per cent had annual family incomes of less than \$3,000, 37.8 per cent between \$7,500-\$10,000 and 7.7 per cent over \$10,000. It appears that the 52 per cent with incomes below \$5,000 per year are living on a very marginal income by current standards.

School Performance

Nearly 79 per cent of those reported ranked in the lower third of their class during the year of their current juvenile violation, 26.6 per cent in the middle third, and only 4.9 per cent ranked in the upper third. The Gluecks⁹ reported that nearly 50 per cent of the delinquents studied indicated a lack of interest in school work whereas only 16 per cent of the nondelinquents exhibited this lack of interest. With a mean IQ of 100.1 as reported on 111 of the 143 delinquents, it appears that the number in the lower third is obviously disproportionate to their indicated intelligence test scores. The IQ scores reported as indicated in Table 1 present nearly a normal curve:

⁹Gluecks, op. cit., p. 152.

TABLE 1. INTELLIGENCE QUOTIENT SCORES REPORTED ON 111 DELINQUENTS

I.Q. Scores	Delinquents	
	Number	Percentage
0-60	0	0.0
60-79	5	4.5
80-89	13	11.7
90-99	34	30.6
100-109	39	35.1
110-119	14	12.6
120-129	5	4.5
130-140	1	0.9

The Gluecks¹⁰ indicated that delinquents when compared with their nondelinquent peers have statistically significant differences in reading performances as is also indicated by those delinquents reported on the survey of delinquency in Montana. This survey indicated that: 2.8 per cent had superior reading ability, 9.2 per cent were indicated as excellent readers, 18.2 per cent average, 20.2 per cent fair, and 49.6 per cent were poor readers. This was notwithstanding the fact that the mean percentile rank of those 45 reported reading test scores was at the 47 percentile. Most reports of juvenile delinquency indicate a strong positive correlation between poor reading and delinquency. This again is an area in which the school can exercise preventive measures. It's far cheaper to offer courses

¹⁰Ibid., p. 140.

in remedial reading than to enlarge juvenile correctional institutions.

Extracurricular Activities

As only 18.9 per cent of the delinquents participated in extracurricular activities, 21.7 per cent participated in the school sports program and 7.7 per cent held school elective offices, it must be considered significant, when coupled with poor scholastic performance, as another indication of an antipathy to the school situation. It appears tragic that the juvenile delinquent who appears to be unsuccessful in school must also be unsuccessful in his extracurricular activities in relationship to his peer group. This appears to be just another failure on his part to be a success.

A summarization of the findings of the survey of juvenile delinquency in Montana, conclusions, based upon a survey of literature and the results of this survey, and recommendations for the institution of procedures to combat the incidence of juvenile delinquency will be presented in Chapter IV.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A review of literature indicated that an incipient juvenile delinquent seems to be one who possesses all or some of the following traits: male, other than caucasian, living in an urban area, low family income, sibling delinquency, poor school performance, and is a non-participant in extracurricular activities. This combination of traits or circumstances would seem to assure that the individual concerned would have a propensity for a criminal career. Fortunately all incipient delinquents will not end up as permanent or semi-permanent residents of penal institutions if proper preventive measures are taken. The family and the school are the areas in which these measures seem to be conducive for success.

As indicated in literature and as seemingly confirmed by the survey of delinquents in Montana, certain guidelines for early identification of delinquents should be noted:

1. Poor home environment.
2. Repeated juvenile offenses.
3. Poor reading ability with the usual ensuing poor school performance.
4. Non-participation in extracurricular activities.

These factors, even poor home environment, have been successfully combatted by certain communities with a resultant decrease in juvenile crime.

Conclusions

It appears, based on a cursory review of literature and the results

of this survey of delinquency in Montana, that the problem of juvenile delinquency does not appear to be indigenous to Montana, but rather it seems to coincide with the nation as a whole. "Ipso facto" recommendations for any alleviation of the problem would appear to be quite similar to those of the rest of the nation.

Recommendations

The following plans and projects have been found to be partially successful in combatting delinquency and seem to have national pertinence: (1) home environment-Chicago Area Project, (2) school problems-Passaic Children's Bureau and the Hartford, Connecticut School Guidance Program, and (3) non-participation in extracurricular activities by several community projects.

Chicago Area Project.¹ Sociologists have long since noted that delinquency and poverty are in partnership and from this belief have evolved several projects which have attempted to reduce delinquency by improving the neighborhood environment. The Chicago Area Project appears to be one of the most successful of these. Since 1934 this project has been involving the people of a neighborhood in participation in activities which would change the character of neighborhood life and make the community a more wholesome place for children to grow up in. The central core of the program is a neighborhood center, a recreational and educational center with paid and volunteer staff drawn so far as possible from the community itself.

¹U.S. Department of Health, Education and Welfare, Social Security Bureau, Children's Division, The Effectiveness of Delinquency Prevention Programs, Washington, D.C., 1954, pp. 11-17.

In organizing committees and carrying on the work, much emphasis is put on finding the neighborhood's "natural leaders" and involving them in community work. Sometimes these are persons of rather "shady" character, as judged by middle class standards, but to have the support and cooperation of such people gives the committee and their work the same prestige in a slum community as the lawyers and bankers give to similar activities in the suburbs. According to the observation of this project's staff most delinquents in these deteriorated neighborhoods are socially, but not emotionally, maladjusted. For this type of delinquency reliance is placed on the power of "human relationships."

Some facts concerning the effectiveness of this project are summed up thusly:

1. Residents of low income areas can and have organized themselves into effective working units for promoting and conducting welfare programs.
2. These community organizations have been stable and enduring. They raise funds, administer them well, and adapt the programs to local needs.
3. Local talent, otherwise untapped, has been discovered and utilized. Local leadership has been mobilized in the interest of children's welfare.²

The product of the success of this project seems to be indicated in reduced juvenile delinquency statistics and a concomitant reduction in parole violation. However, even though these two bits of information are insufficient to establish with certainty that the kind of change brought about by the Chicago Area Project is useful as a delinquency preventive measure, it should be noted that the project is still in being and that other studies are underway to determine its effect as a partial

²Ibid., p. 15.

panacea for Chicago's juvenile malady.

School problems. The Passaic (New Jersey) Children's Bureau³ established in 1937 as a consolidation of the school system's and the police department's facilities for the study and treatment of problem children. Its staff consists of school guidance personnel, attendance officers, a social worker, a psychologist, a remedial reading specialist and police officials. All cases involving juvenile misconduct, whether they are apprehended by the police or are found to be in difficulty by school authorities or social workers, are referred to the Bureau for their evaluation and recommendations. Psychiatric, psychological, clinical, and social treatment are among those services recommended by the Bureau. The Passaic Children's Bureau represents a sensible coordination of the services of both the school and the police to afford the youth of the community the type of services essential to any program aimed at the reduction of the incidence of juvenile delinquency.

In order to indicate comparable costs of guidance systems; Kvaraceus⁴ indicated that, exclusive of the costs of school guidance personnel, the city of Hartford, Connecticut, with a school population of 21,000, spent approximately \$10.50 annually per pupil on special guidance services for its school system. Among the special services rendered were: seven remedial reading teachers with 422 cases, eight teachers of hearing and speech with 621 cases, an attendance department of three persons with a case load of 3,620, two psychometrists who administered 1,625 individual

³Ibid., pp. 41-44.

⁴Kvaraceus, William C., The Community and the Delinquent, World Books Company, Yonkers-on-Hudson, New York, pp. 282-285.

tests annually, and a school social worker who made 1,180 contacts with youngsters and their families. There were also 20 guidance counselors, 7 full-time and 13 part-time that were not included in this annual cost of \$10.50 per pupil. These figures indicate in some detail the method in which one city is trying to meet its obligation to the needs of its youth.

Community recreation programs. Kvaraceus⁵ noted that the school had a threefold responsibility in the recreational area: (1) use of the school's facilities in furtherance of the community's recreational program, (2) to develop skills in the use of leisure time, and (3) full utilization of its own extracurricular program for after-school hours. Even the smallest community has a school plant with some land and ordinarily an assembly hall or gymnasium. If appropriately coordinated and utilized the school buildings can become the central unit of a community's recreation program. Let's not lock up our school plant at five o'clock in the afternoon and all summer long, but rather put it to better economical community usage.

Worthy use of leisure time has long been an aim of American education and the development of worthwhile hobbies, recreational activities and interests, such as reading, music, art, athletics, and handicrafts is within the scope of activities of the school system. The school can accomplish a great deal in making the classroom interesting and in doing this, create an appreciation of the arts, hobbies and a desire for further learnings in any area covered by the school curriculum.

⁵Ibid., pp. 245-246.

In addition to the plans and projects that have been presented, the following statement of the Glueks would appear to offer further hope in this problem area:

There is hope in the fact that persistent delinquency is not inevitable, since (except in the most extreme cases) it is possible to modify character and environment before the patterns of antisocial attitude and behavior become fixed. Thoroughgoing psychiatric and sociologic techniques employed intensively and experimentally with small groups of potential delinquents should gradually uncover methods for the diversion and sublimation of aggressive tendencies. They require the collaboration of the most imaginative and advanced practitioners of the arts and sciences dealing with character, its motivations, its aberrations, and its reconditioning.

We can derive comfort from the fact that in delinquency we are dealing not with predestination, but with destination. And probably destination can often be modified by intelligent early intervention.⁶

⁶Glueck, Sheldon, and Glueck, Eleanor, Unraveling Juvenile Delinquency, Harvard University Press, Cambridge, Mass., 1951, p. 289.

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APPENDIX

APPENDIX A

Letter to Superintendents of Schools

3 January 1962

Dear Sir:

As a brief introduction, I am an Army non-commissioned officer presently assigned as an ROTC instructor at Montana State College. In addition to this duty, I am also working towards a Masters Degree in Educational Guidance. The purpose of this letter is to solicit your assistance in the completion of an investigation of juvenile delinquency in Montana High Schools. This investigation is part of the requirements for a Masters Degree in education.

In order to complete this investigation, I propose to submit questionnaires to approximately 30 Montana high schools of varying sizes. A copy of this anonymous questionnaire is inclosed for your information. It is my plan to have this questionnaire completed by guidance directors, in coordination with local juvenile or police authorities, on 10 randomly selected high school juvenile delinquents. These questionnaires and this investigation have been discussed with Judge W. W. Lessley of Bozeman, and Mr. Donald P. Robel, Bozeman Probation Officer and President of Montana Probation, Parole and Correction Officers Association.

I have inclosed a self-addressed envelope for reply either by your office or your guidance director. With your approval, I will correspond directly with your guidance director concerning the details of this investigation. A summary of the results will be furnished both to you and to your guidance director.

Thank you for your cooperation in this matter.

Sincerely yours,

- 2 Incl
1. Questionnaire
2. Self-addressed envelope

ROBERT E. FLYNN
MSgt, US Army

APPENDIX B

Questionnaire - Factors Bearing on Delinquency

QUESTIONNAIRE
FACTORS BEARING ON DELINQUENCY

Sex: _____ Race: _____ Age: _____ Grade: _____

Seriousness of Current Offense: Misdemeanor: _____ Felony: _____

Number of Previous Offenses: Misdemeanors: _____ Felonies: _____

FAMILY BACKGROUND: Check the block which best describes the home marital condition of the subject:

_____ Mother and father living together

_____ Separated or divorced

_____ Foster parents: _____ Mother _____ Father _____ Both

Is mother working _____ yes _____ no

Number and age of siblings: Number _____ Ages _____

Delinquency of siblings: _____ yes _____ no

Total number of incidences of sibling delinquency: _____

Approximate family income:

_____ Less than \$3,000 per year

_____ \$3,000 to \$5,000 per year

_____ \$5,000 to \$7,500 per year

_____ \$7,500 to \$10,000 per year

_____ over \$10,000 per year

SCHOLASTIC ABILITY:

Average class achievement during year of current offense:

_____ Upper Third _____ Middle Third _____ Lower Third

Age

IQ

Name of Test

Reading ability: Superior, Excellent, Average, Fair, Poor,
(Indicate test and test scores if available)

Test: _____ Score: _____

HIGH SCHOOL EXTRACURRICULAR ACTIVITIES: Participates: Yes ___ No ___ No. ___

Is participation mandatory: Yes ___ No ___

Sport activity: Yes ___ No ___

Intramural ___ Varsity ___

What sports: _____

Elective offices held: Yes ___ No ___

What office(s): _____

Honor societies: Yes ___ No ___

REMARKS: (Indicate any comments you may believe pertinent)

APPENDIX C

Letter to Participating Schools

7 February 1962

Dear Mr.

In my previous letter I received the permission of your superintendent of schools to contact you in connection with this investigation. If your superintendent did not forward my original letter to you, I would like to introduce myself briefly. I am an Army non-commissioned officer assigned as an ROTC Instructor at Montana State College. In addition, I am currently completing requisite courses in pursuit of a Master's Degree in Guidance and Counseling. A few of the causes of juvenile delinquency are the subject of this investigation.

As we all well know there is no one etiological factor in the present high evidence of juvenile delinquency. Most sociologists list in this many faceted problem: age, sex, race, nativity, family, school, other community institutions (church, public agencies, etc.), intelligence, heredity, environment, psychopathy, culture areas, rural vs. urban areas, socio-ethnic problems, and others. The Gluecks' have even proposed morphological characteristics as having a distinct bearing on the incidence of juvenile delinquency. This investigation has been limited to the family and the school and their effects on the problem. It is also limited to high school students in the State of Montana. My basic concept of a juvenile delinquent is: one, who if he were an adult, the incident in which he has been involved would be considered a crime (plus repeated truancy, a stubborn child, and the like). For the purpose of this investigation, I would like to receive reports on only those delinquents who have appeared in juvenile court and have been declared a juvenile delinquent because of offenses other than traffic violations.

In order to provide anonymity to the questionnaires, I propose that you request the local probation officer, juvenile court judge or other knowledgeable official furnish you with names of the last ten juvenile cases of the type mentioned above; or have the official complete the first section of this questionnaire and return it to you with name affixed to each case. You can then complete the questionnaire and destroy the identifying name. There may be several other methods to complete the questionnaire, but these are offered as suggestions. It is hoped that you will be able to complete ten of these questionnaires, but less would be completely acceptable. I have furnished fifteen blanks to permit sufficient copies for clerical errors.

As stated in my original request to your superintendent, I will furnish both of you a summary of results of this investigation. Thank you for your assistance and time given this endeavor.

Sincerely

Enclosures:
Questionnaires

ROBERT E. FLYNN
MSgt, US Army

APPENDIX D

Follow-up Letter to Participating Schools

2 April 1962

Dear Mr.

After obtaining the approval of your superintendent of schools, on 7 February I sent you a letter requesting that the questionnaires pertaining to juvenile delinquency, which were inclosed, be completed. As of this date these completed questionnaires have not been received. This, of course, may be an oversight on my part, and if it is, please disregard this reminder.

Realizing with career days, college applications, graduation preparations, and the like, coupled with your everyday activities, that this is a very busy period of the year for you, I hesitate to burden you with any additional problems. However, since these questionnaires are the heart of this investigation, which must be submitted to Dr. Milford Franks of the Education Department of MSC in draft form by 15 May 1962, and in completed thesis style not later than 1 June, I beg your indulgence in this matter. As you are probably aware, an investigation in education is a prerequisite for a master's degree in education at MSC. This investigation will permit me to complete my graduate studies and receive the MA degree at the end of the summer quarter. You can see that I am most anxious to receive your completed questionnaires not later than 1 May.

Thanks again for your consideration and cooperation in this matter.

Sincerely yours,

ROBERT E. FLYNN
MSgt, US Army

APPENDIX E

Letter of Summary to Participating Schools

1 June 1962

Dear Mr.

Last January you gave your permission for me to correspond with your guidance personnel in order to complete an investigation concerning the effect of the family and school on the high incidence of juvenile delinquency.

Enclosed is a summary of the results of a questionnaire completed on 143 juvenile delinquents of high school age. The questionnaires were completed on a geographical representation of all parts of Montana and include all size high schools from Class C to Class A.

The following data seems to be significant. In addition, the data presented are substantiated by previous studies in each area considered by such eminent sociologists and criminologists as the Gleucks and Edwin Sutherland. All data deemed pertinent have been verified as statistically significant:

- a. Repeated juvenile offenses - 93%
- b. Broken homes - 58.8%
- c. Working mothers - 69.2%
- d. Income less than \$5,000 - 52%
- e. Class performance - Lower third - 85%
- f. Reading ability - Fair or Poor - 69.8%
- g. Extracurricular non-participation:
 - (1) Activities - 81.1%
 - (2) Sports - 78.3%
 - (3) Elective office - 92.3%

Although it is obvious that any change of home environment is beyond the scope of the school, there are significant areas that are worthy of consideration. If, as indicated, nearly all of the juveniles are repeaters, it is recommended that the juvenile authorities advise both the home and the school of the first instance of juvenile delinquency - "forewarned is forearmed." Now for the armament--create a real interest in school and school curriculum; offer remedial reading courses for all poor readers, especially those reported as delinquents; afford special counseling for those delinquents who are not performing scholastically up to their abilities;

make extracurricular activities available for all students - especially the delinquent. The obvious question is--who'll pay? With the realization of the real costs of juvenile crime--the national average cost of incarceration of a juvenile is in excess of \$3000 per year or more than the total expense of a freshman year at Harvard or Smith--one year of superior education for one year of confinement, it should be a reasonable approach to commit the funds of a community to pay for the delinquents saved by any preventive medicine. The cost in human misery, both for the family and the individual concerned, is immeasurable.

I hope that this summary and my personal observations and recommendations, serve as a partial recompense for the time your guidance personnel have spent in this investigation. Thanks again and please forward the extra copy of this report to your guidance personnel.

Sincerely,

Enclosure
Summary of Survey
of Delinquency

ROBERT E. FLYNN
MSgt, US Army

SUMMARY OF SURVEY OF DELINQUENCYSex and Race

Male: 90.2%
 Female: 9.8%

Caucasian: 93%
 Other: 7%

Offense

Current
 Delinquency

Misdemeanor: 60.8%
 Felony: 39.2%

Previous
 Delinquencies Yes - 93%
 No - 7%

Family Background

Mother and Father living together: 41.2%
 Divorced or Separated: 44.8%
 Foster Parents: 14.0%

Mother Working: Yes - 69.2%
 No - 30.8%

Siblings: Yes - 86.1%
 No - 13.9%

Sibling Delinquency: Yes - 49.4%
 No - 50.6%

Family Income

\$0 - \$3000 - 14.7% \$3000 - \$5000 - 37.8% \$5000 - \$7500 - 26.6%
 \$7500 - \$10,000 - 13.3% Over \$10,000 - 7.7%

Class Performance

(During school year of delinquency)

Upper - 4.9%

Middle - 26.6%

Lower - 68.5%

IQ*

Mean - 100.1

0-60 - 0%
 90-99 - 30.6%
 120-130 - 4.5%

60-79 - 4.5%
 100-109 - 35.1%
 Over 130 - .9%

80-89 - 11.7%
 110-119 - 12.6%

Reading Test Score**

47 percentile

Reading performance reported:

Superior - 2.8%
 Fair - 20.2%

Excellent - 9.2%
 Poor - 49.6%

Average - 18.2%

Extracurricular Participation

School Activities:

Yes - 18.9%
No - 81.1%

Sports:

Yes - 21.7%
No - 78.3%

Elective Office:

Yes - 7.7%
No - 92.3%

Note: N of 143 except as indicated

*Mean determined on N of 111

**Mean determined on N of 45