A study of 27 boys ordered to report to the Citizenship Training Group by the Boston Juvenile Court

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A STUDY OF 27 BOYS ORDERED TO
REPORT TO THE CITIZENSHIP TRAINING GROUP
BY THE BOSTON JUVENILE COURT

A Thesis

Submitted by
George John Ryan
(A.B., Boston College, 1936)

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CHAPTER I

INTRODUCTION

Purpose of the Study

This is a study of twenty-seven boys ordered to report to the Citizenship Training Group by the Boston Juvenile Court. In undertaking this thesis, the writer will make a social study of these boys and their family background to determine what factors are prevalent in their behavior patterns. In so doing, the writer will attempt to find answers to the following questions:

1. In what ways do the behavior patterns of these boys deviate from the normal behavior patterns of boys of the same age?

2. What social and environmental factors have influenced this behavior deviation?

The reader is referred to the Schedule in the Appendix for more detailed factors taken into consideration.

Scope and Method of the Study

The writer has studied twenty-seven cases which appeared before the Boston Juvenile Court and which were sent to the Citizenship Training Group during the months of January, February, and March for the year 1943. Arriving at this selection of the year 1943, the writer designated the years 1941 to 1945 inclusive as the "War Years". The following gives each year with its corresponding number of cases that appeared before the Court:
1941-----495 cases
1942-----564 cases
1943-----849 cases
1944-----760 cases
1945-----783 cases

From the above figures the writer selected the year 1943 as the "peak" year of the "War Years".

Of the 849 cases that appeared before the Boston Juvenile Court in the year 1943, eighty-one boys were ordered to report to the Citizenship Training Group for the first twelve weeks of their probationary period. By selecting the first three months of the year 1943, in which twenty-seven cases appeared at the Citizenship Training Group, the writer believes that, in this specific time-sampling, he has a representative selection of all the cases that were ordered by the Court to attend the Citizenship Training Group for the year 1943.

In these cases the war may or may not have been a causal factor, since family unity is often disrupted by parents being away from home in defense work or by older brothers and sisters being in the service, at a time when their influence could serve as a guiding example. The writer, in this study, will endeavor to discover if the war has influenced the behavior of these juvenile offenders.

These twenty-seven cases have been studied in order to answer the specific questions set forth in the purpose of this thesis. The schedule was used to give a more detailed analysis of the boys and their families by recording details of each case systematically. It was prepared by the writer from data contained in the case histories at the Citizenship
The text is not legible due to the quality of the image. It appears to be a page from a document with text that is not clearly visible.
Training Group. The histories included each visit to the home, the school, and to various social agencies; all interviews by the case worker at that time; the treatment planned in each case; the recording of the progress of each boy; and the recommendations for each case. The histories are a summary of the records of each case used in this study.

Limitations of the Study

The writer has found it necessary to base his findings on the material of the cases that were sent to the Citizenship Training Group by the Boston Juvenile Court. While other district courts sent boys to the Citizenship Training Group, it was only for observation. Consequently, the material on these cases was very limited, as these boys attended the Citizenship Training Group for but a few days. For this reason, the writer omitted such cases from his study.
**CHAPTER II**

**CAUSAL FACTORS IN DELINQUENCY**

Juvenile Delinquency is a problem that confronts the authorities of all municipalities in a greater or lesser degree. It is not confined alone to the bustling, sprawling, cynical cities of the nation; you will encounter it in the small townships. Directly or indirectly it exercises its influence on each and every individual since it has no respect for class, for race, or for creed.

Miriam Van Waters has observed: "In any society there are certain individuals whose sense of human relationship is undeveloped and who tend to offend against and to challenge prevailing standards of human conduct. The number of these individuals vastly increases with civilization. They are recruited from every intelligence level and every position. Some are strong and well, others are weak and handicapped. They agree on one thing only--it is useless, impossible, or foolish for them to do as their neighbors do in respect to authority, property, industry, chastity, or team play. These are the delinquents." 1

O. Spurgeon English and Gerald H. J. Person define delinquency as "an extremely complex problem and its ultimate understanding and solution, if this is ever obtained, will require the combined efforts of the sociologist, the economist, and the psychiatrist. Each of the three professional groups must contribute its share to the study but any one share will not be of greater importance than the other. One difficulty in synthesizing the contributions of these groups lies in the apparent, though not real, divergence of their points of view. The sociologist maintains that all delinquents are ill--i.e., are not normal individuals from a social point of view. This is so. The psychiatrist maintains that many delinquents are normal--i.e., have a normal personality structure and, therefore, cannot be classified as sick people. This is so. The apparent divergence is not real but depends on the point of view, the sociologist viewing the delinquent from the standpoint of social order, the psychiatrist from the standpoint of the personality structure." 2

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In considering delinquency, it is necessary to find out what personalities are referred to as delinquent. The abnormal personality is only a deviation from the normal or, perhaps better referred to as, the "average personality." There are no set standards for personality. There are wide variations in the kind of personality which will make up a successful social adaptation. Dr. Edward Glover of London has defined the normal personality as being (1) free of symptoms, (2) unhampered by mental conflict, (3) having a satisfactory working capacity, and (4) being able to love someone other than himself.

However, the behavior of an individual is his total personality in action. His early training and life in the family circle, his church and school associations, his environment, contemporary economic and social conditions, frustrations, illnesses, and injuries are molded into a composite pattern, which, when analyzed, will provide an understanding of his reaction to the dictates of society. The responsibility of the personality is to adjust itself to the situation. Impulses must be satisfied when they fall within the bounds of accepted behavior standards; but when they infringe upon the rules of social or moral conduct, they must be compromised or adjusted if the individual is to be a balanced member of his society and is to expect happiness and contentment in life.

Normal behavior is a balance between gratification and renunciation and it is the function of the personality to maintain this equilibrium. When the personality is below par, either constitutionally or as a result of improper training, or when the situation is particularly difficult, the power of the individual to adjust is correspondingly lessened. Thus, the feeble-minded and the psychopathic are handicapped

4 Ibid
in their environment while those who live under adverse family and social conditions have an abnormally difficult task before them.\textsuperscript{6}

Then, to make a satisfactory normal behavior adjustment to any challenging situation, an individual has four wants that must be fulfilled. They are the desire for response, for recognition, for security, and for new experience.\textsuperscript{7} The individual gets a certain amount of satisfaction from this love and affection. He has the capacity for love, loves, and, in return, expects to receive love. Too often, the individual has too little love given him. He has sought the affection and interest of his parents but has been disappointed and, for that reason, is unwilling to love them. This unfulfilled desire has thwarted his wish for recognition, because he cannot be appreciated and be successful in the family unit. As a result, his desire for security in the family cannot be met and his place in the group is uncertain. In order to find these satisfactions, the individual must seek new experiences which will give him what he desires or give him freedom from parental dictates. In delinquency, he may find the fulfillment of one or of all of these needs, in order to secure these fundamental desires. As Aichhorn says, "the more unfavorable the circumstances the greater the likelihood that they will lead to delinquency".\textsuperscript{8}

Adler throws a somewhat different but equally illuminating light on problem children. He maintains that there are three general types:\textsuperscript{9}

\textsuperscript{6} Ibid.
\textsuperscript{7} William I. Thomas, \textit{The Unadjusted Girl}, p. 4.
\textsuperscript{8} August Aichhorn, \textit{Wayward Youth}, p. 72.
\textsuperscript{9} Pigeon, \textit{op. cit.}, p. 199.
(1) Those who have a defective constitutional endowment and consequently find adjustment unusually difficult.

(2) Those who are spoiled.

(3) Those who are hated or rejected.

Studies reveal an undue proportion of the feeble-minded, psychopathic, and alcoholic among the offender group, representing the inadequate personalities who adjust with difficulty in any environment.\(^\text{10}\) The individual who is spoiled has been the object of too much attention with the result that he seldom has a chance or opportunity to test and prove his own ability. Whenever he finds himself in a position where he is unable to prove his ability he longs for the attention he has had in the past. To secure this, he will go to great lengths. He may be truant from school because his teacher may not show him the individual attention he received in the family constellation. The rejected child may use his loss of love and affection as a means of rebellion, not only against parental supervision and direction, but also against authority of all kinds. In this way he has found an escape from his rejection.

In addition, disturbances in the family unit may be factors that affect the individual's personality development and behavior patterns. Whether the child is the oldest or the youngest or the only boy or the only girl among the children will obviously have important psychological effects.\(^\text{11}\) The first child is usually the cynosure of attention from both the parents and friends. His supremacy is unchallenged. However, when the second child appears, the older child begins to lose his exalted

\(^{10}\) Ibid.

position and rebels against this loss of supremacy. This sibling rivalry tends to make him a poorly adjusted and socialized individual.

On the other hand, the youngest child may have feelings that the other members of the family constellation did not have. He may be an unwanted child and, for this reason, not receive the satisfactions from his desires for love, interest, or affection that is due every normal child. Because of this he cannot but help having feelings of parental rejection.

Then, too, there is the only child in a family. He is often the center of attention in the family, is overprotected, and never experiences a loss of supremacy in the family group. Consequently, he is unable in later life to meet challenging situations because he has never had to face them. His parents have sheltered and spoiled him so often that he may become selfish and demanding, whenever he is not the center of interest. This affects the molding of his personality and makes him weak in his character development.

Also, a child whose parents are divorced or separated is apt to have feelings of rejection by one parent or both. He is deprived of a normal family environment. Several investigators have shown that broken homes tend to have the same effect on children as parental rejection; that is, they either make the child very independent (a good effect) or extremely overaggressive and even criminal (a bad effect).12

In addition to loss of one or both parents by divorce and separation, loss by death or imprisonment may cause an unsatisfactory

12 Ibid, p. 266.
Adjustment in his personality development. He may overidentify with his mother because he is unable to identify with a male figure through whom he can renounce the uncultured gratification for his desires. There is no possibility for real gratification for him and so he is overwhelmed with anxiety. If he attempts to abolish this anxiety, he acts in an unsocial manner which leads him into trouble.

Antisocial behavior is the result of maladjustment between the individual and his environment, due to the inadequacy of the personality or difficulty in the environment, or both. Inadequate personalities do not necessarily become criminal and some succeed magnificently.

The family patterns of behavior are also important. In some families a pattern of law-breaking seems to be passed down from one generation to the next, and the popular conception is that delinquency is inherited. However, "except where the basis for delinquency exists in mental abnormality there is no good proof of the inheritance of such behavior characteristics as delinquency and criminality."

Cultural patterns within the family show another factor. The parents may be of different races or religions and each parent lives by his or her own code. As a result there is a conflict. The child is divided in his loyalty to both parents and is unable to follow either

14 Pigeon, op. cit., p. 200.
15 Ibid.
17 William Healy and Augusta F. Bronner, New Light on Delinquency and Its Treatment, p. 39.
code. Consequently, the child, being unable to follow consistently any one norm, is continually in a state of emotional unrest and conflict.

Many authorities in juvenile delinquency have found that the influence of poverty, dependency, alcoholism, immorality, improper parental guardianship, and neglect are contributing factors in the behavior of boys violating the codes of society. Henry W. Thurston,\textsuperscript{18} in his studies, discovered that patterns of behavior in the development of delinquent careers is bound up with the deterioration of settlement areas, wherein parental supervision and guidance failed because of disorganizing factors within the home and in the neighborhood.

William C. Kvaraceus\textsuperscript{19} states that other modes of behavior in the field of delinquency are acquired. He further states that most juvenile behavior ordinarily characterized as delinquent is not abnormal. This behavior, he finds, is the result of frustrations and the thwarting of primary needs, resulting in aggressive action. In his studies, Mr. Kvaraceus came to the conclusion that delinquency is a social rather than an individual phenomenon. From a causative point of view he found that it was an individual's pattern of reaction to a given situation that makes a delinquent behave as he does. He concludes that there is no single cause for delinquency. Therefore, there is no one cure or treatment to eradicate this type of behavior.

Sheldon and Eleanor Glueck\textsuperscript{20} came to the conclusion that it was

\textsuperscript{18} Henry W. Thurston, Concerning Juvenile Delinquency, p. 38-53.
\textsuperscript{19} William C. Kvaraceus, Juvenile Delinquency and the School, p. 296-7.
\textsuperscript{20} Sheldon and Eleanor Glueck, Criminal Careers in Retrospect, p. 285.
certain traits and characteristics in the constitution and early environment of the different offenders that ultimately determine their behavior.

From his studies, Cyril Burt\textsuperscript{21} found that various conditions, such as defective family relationships—the absence of a father or the presence of a step-mother--, poverty, emotional instability, poor discipline, and the desires for new adventures were prime factors in delinquency behavior patterns.

Granting that the lack of wise parental supervision is a dominant cause of delinquency, one must look to other wartime conditions as contributing forces.\textsuperscript{22} Factors such as too much work being available for minors and the unwise spending of their earnings, congested housing facilities, the emotional appeal of men in uniform, the relaxing of moral and social standards, and the inadequacy of recreational facilities all are hazards that accompany war.

Delinquency itself may be divided into several categories. It may be occasional wherein a child steals because he has been denied something he wishes; it may be due to some pathology of the central nervous system; or it may be due to a need for punishment. However, the writer does not consider these categories in his study.

What the writer does consider is delinquency in which the personalities have to live under adverse family and social conditions, as the lack of love and attention, which make it difficult for them to satisfactorily adjust to a situation; delinquency in which the boy is

\textsuperscript{21} Cyril Burt, \textit{The Young Delinquent}, p. 582.

emotionally disturbed; and delinquency in which inadequate supervision has become a factor.

From the lack of love and affection, there is a feeling of insecurity. The boy may act in a delinquent manner in order to satisfy the need for attention. In this way, he feels that he will obtain gratification for his needs and the remunerations of his impulses—something that is not seen in the normal or "average" personality. The boy is striving to outdo other members of the family unit or to be recognized as different in his aggressive reaction to his insecurity. In this aggression, he may flaunt authority by truanting from school, stealing petty articles from neighborhood stores, running away from home, or remaining away from home until late at night.

Many factors make it extremely difficult for an individual to react as a normal personality. Death of one or both parents, desertion by one or both parents, or divorce are common factors in broken homes. Here the child often tends to act independently of the family constellation or to become extremely aggressive, and it is this aggression that frequently leads him to break the laws of society and to bring him before the court.

The absence of one or both parents deprives the child of a normal family environment. Whereas, in a normal home, the parents work together for the welfare of the child, the broken home is lacking in the closely knitted unity that is necessary for satisfying the needs of the child and for giving him the proper care and supervision. Some investigators claim that a broken home is tantamount to rejection and then the needs of the child force him to seek satisfaction outside the home. Here, in
seeking this security the child finds that antisocial behavior gives him a quick response and recognition. Thus, these unfortunate circumstances will be prone to lead him into delinquency.

Equally important is the psychologically broken home as a factor in impairing the personality development of the child. The disorganizing factors in this type of a home are many. The absence from the home of both parents who are working to secure economic stability deprives the child of a guide for this behavior. Often the interests of the parents are centered on themselves, as they strive to reach their goal. In the meantime, the child, left too much to his own resources, is unable to resist the temptations of antisocial behavior because the stabilizing influence has been removed or has been delegated to another person incapable of fulfilling the duties of the real parents.

Poor health of a parent is another factor in the delinquency of the children. A parent, physically unable to fulfill his obligations to the children, centers his interest on himself. In the meanwhile the wife and mother is torn between the demands for attention from the ailing parent and from the children. Since the problem of the sick parent seems more immediate, the children suffer from this loss of recognition. From this, hostility and resentment arise and to satisfy their needs the children seek recognition outside the home. Once again, the temptations may be too great for their personalities to handle and they become susceptible to delinquency traits.

Immorality, drunkenness, and constant altercations in the family unit are other factors that make it difficult for a child to make a satisfactory personality adjustment and leave the child more susceptible
to bad influences than to good. As a result, the child is drawn to antisocial behavior. For, in this new experience, he is gaining satisfaction for the needs that are lacking in this type of a disorganized home.

Then, when one considers a large city like Boston, with its cosmopolitan population, it is necessary to take into account the conflict between the culture of the Old World and that of the United States. Parents still clinging to the customs and mores of their native lands demand the children follow the same standards and rules by which they were reared. The children, on the other hand, see their playmates and school chums being allowed more freedom than they, because their companions are being raised according to the American way of life. The children of foreign-born parents demand these same rights and privileges. When they are not forthcoming, the children repudiate the teachings of their parents, seek new adventure, and in so doing fall into the temptations of antisocial behavior. For, in this behavior, they are rebelling against their parents, rejecting Old World cultural patterns, and seeking recognition of themselves as individuals.

Therefore, it is necessary to take into consideration all of the above factors in order to see how the behavior patterns of the following cases deviate from the normal behavior patterns of boys the same age as well as to understand what social and environmental factors have influenced this behavior deviation.
CHAPTER III

HISTORY OF THE JUVENILE COURT

In order to help the reader understand the function of the Boston Juvenile Court and the Citizenship Training Group, a brief introduction to their origin as well as to the origin of the juvenile court system in the United States is herewith presented.

Until 1899, children were tried in the same criminal courts as adults. At that time the first juvenile court in the United States was established in Chicago, Illinois. The state now recognized that it had a special obligation to protect minors from the bad influence of hardened criminals and took its first step in remedying this situation.

Radical departures from the traditional court procedures saw separate hearings for children's cases; probation service, both for investigation and supervisory care; separate detention; special court records and probation records, both legal and social; and provisions for mental and physical examinations.

The juvenile court movement spread rapidly, and in 1906 the first juvenile court in Massachusetts was established in Boston. Here the court handled juvenile offenders and adults contributing to their delinquency. No longer was a juvenile offender referred to as a "criminal" but rather as a "delinquent". Presided over by a special justice with authority to carry out an informal examination of each case, the court now acts as a sympathetic parent, eager to assist a child in trouble and possessing the required resources to administer to the needs of each child.
The judge in the juvenile court interrogates the offender, the court officer, and witnesses, and unlike the criminal court he decides what shall be done with a juvenile offender who has transgressed the law. However, he acts to overcome rather than punish delinquency, at all times considering the needs and the welfare of the child.

Each case is treated individually. Action is based not on the offense committed, but on the facts and circumstances concerning the offense, at the same time taking into consideration the needs of the child. A social investigation is made of the home, the school, the church, and of the personal characteristics of the offender himself. Thus, on the basis of this social investigation, the disposition of the case is made.

The use of the probation service furthers the meeting of the needs of the juvenile offender. Specially trained officers advise the judge, supervise the offender, and assist in the treatment plan. Should a child require eyeglasses or a brace for his teeth, the probation officer uses the resources of agencies who might assist in the treatment plan. For this, the probation officer must have insight into the kind of problems with which he is dealing, and he must be an educating force for the offender in his charge.

In the history of the Boston Juvenile Court there have been four justices: Harvey H. Baker, Frederick P. Cabot, John F. Perkins, and John J. Connelly. All four have been instrumental in endeavoring to control the delinquency rate in the City of Boston. For this reason, the writer feels that an examination of the changes in the procedures of this court since its inception in 1906 will be helpful in understanding the court today, since its history revolves about these four
men. In this way, the reader will have a clearer picture of the cases that have been studied by the writer.

The Court Under Harvey H. Baker

The first judge of the Boston Juvenile Court was Harvey Humphrey Baker, who served the Court from 1906 until his death, in 1915. He believed that punishment was secondary to the function of the court in placing "each child who comes before it in a normal relation to society as promptly and as permanently as possible".¹

In only a few cases was there a formal reading of the complaint. The Judge regarded the court as a remedial agency and at all times was trying to understand the child so that he might re-educate him to take his proper place in society. He first asked the child if he had or had not committed the offense. If the child did not admit the truth, Judge Baker reasoned with him. Never was there a question of threatening the boy.

The Judge believed strongly that parents should be responsible for the rearing of their children. Whenever a case was to be disposed, he insisted on at least one parent, and sometimes both parents, being present. Once the disposition was decided on, it was explained to the delinquent and to his parents.

The principle of private hearings from 1906 to 1915 was not as strictly adhered to in the Boston Juvenile Court as it is today. The law set forth that only those who, in the opinion of the court, were

¹ Harvey H. Baker, "Procedure of the Boston Juvenile Court" (Survey, XXIII (February 1910), p. 644.)
necessary should attend these hearings.² Under Judge Baker’s direction, outsiders were allowed to attend the hearings. This leeway in the interpretation of the law enabled clergymen and social workers, among others, to be present. However, newspaper men were excluded, as well as the clergy and the social workers, unless they had a direct concern in the situation. The only time minors were admitted was when they were needed as witnesses.

Judge Baker believed that a probation officer should not be required to carry too heavy a caseload and that there should be more officers than the court then had. In case a child was committed, he believed that the parents should be required to pay for the cost of care. When a child was placed on probation, Judge Baker thought they should contribute for this cost. In this way the parents would be well aware of their responsibility to the community in raising their children to be good citizens.

By the end of Harvey Baker’s term as Judge, the Boston Juvenile Court was successfully functioning as a separate court for juvenile offenders in the City of Boston. Its place in the community was well established, and the court sought the cooperation of other social agencies. Judge Baker, recognizing the need for diagnostic study of children coming before the court, recommended that the Boston Juvenile Court have such a clinic, to be modeled after the Juvenile Psychopathic Institute in Chicago.

The execution of these plans fell to Judge Baker’s successor, Frederick Cabot, a man who had similar interests.

² Acts and Resolves, 1906, Chap. 489.
The Court Under Frederick F. Cabot

In 1915 Frederick F. Cabot followed in the steps of Harvey H. Baker as the second Judge of the Boston Juvenile Court. Although he adhered strictly to the law, his non-partisan attitude was one which gained for him the reputation of weighing thoroughly the merits and demerits of each case. He recognized that the law must be obeyed at all times, not only for the protection of the community but for the welfare of each child.

As time went on, he became more and more conscious of the personality differences and the social background of the children brought before him. During the latter part of his term he made it a practice to talk with all delinquents before their probation had ended. To him the Court was a "locus parentis" for those parents who did not fulfil their responsibility to the community and their children. Like Judge Baker, he emphasized the responsibilities of parents.

Judge Cabot, like his predecessor, continued to look upon the Court as a remedial agency. Before any measures were taken, the parents of a delinquent were given an opportunity to question the probation officer or the officer who made the arrest. Throughout the hearing, the Judge attempted to acquaint himself with the situation, the needs of the child, and to divine how the child could adjust himself to the needs of society.

In 1915 there was a change in the law, whereby additional probation officers could be appointed, if the Court deemed this necessary. For the first time, women could serve as probation officers. As a result, during Judge Cabot's time two women probation officers were appointed.
It was during his tenure as Judge that recreational programs came more to the fore. Settlement houses and boys' clubs were used more and more by the Court. Delinquents were required to report to their probation officers at settlement houses where it was felt that the setting would create an interest in the boy to seek wholesome recreation.

Although Judge Baker was the first to recognize the need for a diagnostic clinic, it was through the efforts of Judge Cabot that the Judge Baker Guidance Center was founded. The growth of this Center was rapid, and it was not long before it began to handle cases other than referrals by the Court.

The cases which puzzled the Court as to how they could be treated effectively were referred to the Center. However, in the beginning, only a small percentage of the Court cases came to the Center. The diagnostic help and the recommendations for treatment were the services rendered the Court by the Center. By the end of Judge Cabot's term as Justice, one half of this agency's cases were referrals by the Court.

The tenure of Frederick Cabot as Judge saw the Court improved. A larger probation staff was inaugurated, and the work of supervision was broadened, with additional duties being given the probation department.

The Court Under John F. Perkins

In 1932, John F. Perkins succeeded Frederick Cabot as the third Judge of the Boston Juvenile Court. Unlike his two predecessors, he did not believe so much in the procedure of treating delinquents as an attempted cure. To him, a boy who broke the law should receive a
penalty to make him realize the seriousness of his offense. However, he believed that the same penalty should be meted out to all who broke the rules of conduct of the community. In this way, there would not be humiliation for a boy who received a severe penalty, while another who committed the same offense received a lighter penalty.

In former years, regular hours were set aside for staff conferences. Under Judge Perkins no scheduled time was allotted for these conferences, but they were held whenever necessary. Each time a boy completed his probation period at the Citizenship Training Department, a conference was held. Under Judge Perkins, the principle of private hearings became the rule rather than the exception.

Shortly after John Perkins became Judge, there arose a feeling that too many normal boys were going through the Judge Baker Guidance Center, and the effectiveness of probation was being questioned. Because of these and other conditions, a clinic was added to the Court. Like the two Judges before him, Judge Perkins contributed a new service to the community. His contribution was the Citizenship Training Department. His probation procedure for boys over twelve, requiring them to attend this Department, showed his conviction that the delinquent should be impressed with the idea that the Court was an authoritative agency.

Under Judge Baker, the Court was a remedial agency. Under Judge Cabot, the Court was a wise, counseling parent. Under both Judges, each case was diagnosed, and then disposition was made. However, under Judge Perkins, disposition of a case was made while the offender was on probation. If this plan was unsuccessful, psychiatric help was requested
from the Judge Baker Guidance Center. Yet only those who seemed to have a deep-seated emotional problem were referred to the Center.

Judge Perkins believed that the Court was responsible to both the community and to the child. The Court had a dual responsibility, and the standards of a community must not be sacrificed for the aims of one or more individuals. His theory was that children brought before the Court had broken the laws of society, and that the welfare of the community as well as that of the offenders required that the same penalty be meted out to those who violated these laws. The reclamation of a juvenile delinquent consisted neither in excusing or pampering him, but in training him to meet the standards of the community.

To Judge Perkins belongs the honor of rectifying the inadequacies of the system of juvenile probation as it existed in the Boston Juvenile Court. In 1936 he formulated a plan for group treatment of delinquents which was an answer to the principal objections to the effectiveness of the system of probation then in existence. After much discussion among the staff of the Court and leading psychiatrists and social workers, they came to the conclusion that the problem of delinquency was primarily one of training. Then too it was felt that the ideals of probation were not carried out in the weekly talks with the probation officers because the necessity of heavy caseloads limited these talks to but a few minutes. Thus, the Citizenship Training Group came into being.

This link between the Court, the delinquent, and the community serves a threefold purpose. It studies the boy; it outlines a program of treatment for him; and it serves as a sifting-out process. If a
boy does not adjust successfully or if a boy continually fails to report, he is returned to the Court.

At present all boys between the ages of twelve and seventeen years attend every day, Monday through Friday. They participate in activities from 4:00 to 6:00 P.M. for a period of twelve weeks. During this period the boys are given tests to determine their academic and performance abilities, a complete medical examination for gymnasium participation, and they attend discussion classes on matters pertinent to the boys themselves, do exercises and attend craft classes.

Near the end of the twelve weeks' period, a staff conference is held. At this time observations of the boys are discussed, and recommendations are made. Should such a course be deemed necessary, the boy may be referred to another social agency.

The Citizenship Training Group is invaluable to society. Here there is a better chance for successful treatment of the delinquent than if he were just on probation. As a result, there are few repeaters.

To the delinquent there is no social stigma attached to his attendance at the Citizenship Training Group, such as is present for those committed to a reform school. The informal, friendly atmosphere brings out in him a spirit of confidence. The competitive spirit with the other members of the group is beneficial to each boy, as it trains him to subject personal glory to that of cooperative teamwork. Then too the program is arranged to occupy leisure-time hours when the delinquent will be away from the temptations of the streets and it will return him to his home sufficiently fatigued so that the urge for nightly roamings
will be at a minimum. At the same time the normal routine of home and school is not interrupted.

The Citizenship Training Group is a force that is helping to combat one of the big problems of the present-day Juvenile Delinquency. Its success is illustrated by the number of boys who return voluntarily to take part in the activities even when their probationary period is over. Its further success is attested to by the fact that many boys bring their non-delinquent friends to the meetings.

The Boston Juvenile Court as it appeared in 1943 was a sympathetic parent with a twofold purpose. It had a responsibility to the community and to the child. When an individual had broken the law, it was necessary to make him realize the seriousness of his offense and of his duty and obligation both to society and to himself.

For this reason, boys between the ages of twelve and sixteen were referred to the Citizenship Training Group to prevent them from becoming serious delinquents. Here, the boys referred as probationers could have the nature and scope of their problem studied, both from the standpoint of their personalities and from the specific reason for their appearance in court. A program of treatment for each boy would be outlined and initiated. While the Citizenship Training Group was not equipped to carry to completion the treatment of each boy, it did assist the probation officer in the execution of a follow-up program by placing the individual in the hands of an organization or persons who were willing to carry out this treatment.

In this way, the Citizenship Training Group aided the delinquent to develop a wholesome attitude toward his family, his community, and
the law; it aided each boy in developing insight into the motives of his behavior; and it gave the boy a feeling of accomplishment and confidence to meet the problems of life.

Many boys during the year 1943 were delinquent because they lacked training in the fundamental qualities of good citizenship and fair play. This training the delinquents received at the Citizenship Training Group so that one day they would take their proper place in society.

The Court Under John J. Connelly

On December 22, 1945, John J. Connelly, Director of the Citizenship Training Group under Judge Perkins, became the fourth Judge of the Boston Juvenile Court. Noted for his ability to see the boys' side of the problem and to speak their language, he gives each boy who appears before the Court the feeling that, in the Judge, he is dealing with a friend.

To John J. Connelly fell the task of carrying on the work of Judge Perkins. As time passes, the fruits of his tireless efforts will be further realized on an ever broader and more far-reaching plane.

Thus, from the above history of the Court, the reader will have a better understanding of the operation and function of the Boston Juvenile Court and the Citizenship Training Group as they apply to the cases that follow.
CHAPTER IV

CASE STUDIES

This chapter will be devoted to the presentation of data found in the case histories concerning the boy and his social environment; the charge and the finding in Court; observations of the boy at the Citizenship Training Group; and the recommendations made at the case conferences regarding the disposition of each case. At the end of each case, there is a brief summary.

The twenty-seven cases are presented in three groups. The first six cases are those in which the broken home appears to be the dominant factor. The second group includes the cases in which the psychologically broken home seems to be the main factor. This group is broken down into the various disorganizing factors occurring most frequently. The third group is composed of the cases in which the cultural patterns of the Old World seem to be in variance with those found in the American neighborhood.

Case 1

Wayne Morse, a small fourteen-year-old boy, is in the sixth grade of the public school. He has a pleasing personality and is generally cheerful. He is interested in all types of athletics, especially swimming. Three evenings a week he attends the South Bay Union. Twice a week he goes to the movies, always attended by his older brother. He attends church every Sunday at the Cathedral with his father and brother, and has been faithful in the reception of the Sacraments. At school, his teacher describes him as mischievous but not a serious disciplinary problem. His Intelligence Quotient is 91. His attendance, conduct, and effort have been good, although his scholarship is only fair. Although Wayne is in the sixth grade, he has the reading ability of a boy
in the fourth grade at the ninth month level. His arithmetic ability is that of a boy in the fifth grade, second month level.

He lives with his father and brother in a poor residential section of Boston. Mr. Morse, forty-eight years of age and a native of Boston, is a caretaker in a funeral parlor. The father and the two boys live on the premises and eat all their meals, with the exception of breakfast, in restaurants. Although these living conditions are unusual, they have worked out satisfactorily for all concerned, who seem to be very happy together. In addition, this arrangement has given Wayne more supervision than he had previously when he was with his mother. Mrs. Morse, forty-three years of age and a native of Sweden, has been legally separated from her husband for the past six years. This separation was the result of the father's drinking. Mrs. Morse is now working and contributes eight dollars a week for the support of the children. Formerly, the boys were in her care and custody, but, because she could not give them proper supervision, she turned them over to their father. It is hoped that the parents may soon be reconciled and once again establish a home for the boys.

As a result of a complaint of larceny of three cases of soda from a neighborhood store, Wayne was adjudged delinquent, given a suspended sentence to Lyman School, and was ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, Wayne was friendly and had no difficulty in associating with the members of the group. He showed considerable stamina in athletic activities, was exceptionally good in wrestling, and showed a fine competitive spirit. The boy had an excellent singing voice and gave several solos, indicating that he enjoyed this and that he was not shy in appearing before a group. He was friendly, not only with the other boys, but with the leaders. In addition to this, he improved physically. He was frank in discussing his delinquency. Apparently he was never the leader but rather a follower, who was quick to take advantage of any opportunity. It is obvious that he needs attention and close supervision.

As a result of the observation at the Citizenship Training Group, Wayne has shown that he can do a good job under supervision, and it was felt that everything possible has been done to help him. It was recommended that he have probation supervision for an additional twelve weeks and nothing else seemed necessary in this case. Wayne fully understands and realizes that if he gets into further trouble, he will be committed.
This boy had a poor home environment. His parents were legally separated, both worked, and neither of them was able to give him the care and supervision that he needed. While he was in the custody of his mother, she was unable to give him the proper supervision. As a result, she returned Wayne to his father. The unusual living conditions of the father and his two sons, wherein most of the meals were eaten in restaurants, worked out satisfactorily for all concerned.

Wayne sought ego security in athletics. He found this in group participation at the Citizenship Training Group. Here he was able to build self-confidence through experience in companionship and competitive achievement. His physical prowess aided him in competing successfully in such strenuous activities as wrestling, and he improved physically.

Case 2

Antonio Scena, a small thirteen-year old, is in the special class in the public schools, to which he was transferred from the fifth grade. In the special class, he has made no progress. He is able to write his name only and can read on a second grade level. His Intelligence Quotient is 93. He shows some skill in woodworking. His teacher states that he will probably progress no further in school and would probably adjust well in a rural community doing farm work. According to his mother, he was a normal healthy baby but developed abscessed ears in infancy. He had measles, chicken pox and whooping cough before school age but has not been seriously ill since. He is helpful around the house, taking care of the fire and running errands. He joined the Burroughs Foundation three months ago and attends the movies on Friday nights.

He lives with his mother, maternal grandmother and an older brother in a crowded residential and business section of Boston. The building is very old and in need of repairs. However, the apartment, though dark, is comfortably furnished, clean and orderly. Mr. Scena, forty-three years of age and a native of Boston, is working as a bartender. He never supported the family properly, was cruel and abusive to the mother, and finally deserted the family twelve years ago. Four years later, Mrs. Scena obtained a divorce and
was awarded custody of the children. Mrs. Scene, thirty-three years of age and a native of Boston, is now employed in defense work. Since her husband's desertion, she has had two nervous breakdowns. She had received assistance from a public social agency for a number of years, and the family has been known to the Society for the Prevention of Cruelty to Children. Mrs. Scene's mother, sixty years of age, is working. The grandmother has no control over the children.

As a result of a complaint of larceny of a bicycle from a boy in the neighborhood, Antonio was adjudged delinquent, given a suspended sentence to Shirley, and ordered to attend the Citizenship Training Group the first twelve weeks of his probationary period.

Antonio was absent a great deal from the Citizenship Training Group, but while here he gave the leaders the impression that he could not follow the simplest directions. He did not know how to play with other boys and had no coordination in any of the gymnasium activities. He was listless and given to day dreaming, aloof, and unfriendly. He was unkempt in his personal appearance. In his tenth week here, the mother asked that the boy be placed because she was too ill to take care of him. The Division of Child Guardianship agreed to accept the boy for a farm placement, and he was temporarily committed to the State Department.

It was recommended that Antonio have constant supervision and training in the simplest trade, so that he would not become a defective delinquent.

One of the factors of this boy's behavior appears to be a broken home. The father never supported the family properly, was cruel and abusive, and finally deserted the family when Antonio was a year old.

Further, Antonio's mother had had two nervous breakdowns since her husband's desertion. In addition, the family had been receiving public relief for a number of years and had been known to the Society for the Prevention of Cruelty to Children.

The boy's mother worked in defense work and delegated her authority to the grandmother, who was unable to control the children. As a result, Antonio did not receive the proper supervision and training.
Then, before the completion of the first twelve weeks of the boy's probationary period and while he was attending the Citizenship Training Group, Mrs. Scena requested that her son be placed in a foster home. Accordingly, the boy was accepted by the Division of Child Guardianship for a farm placement.

**Case 3**

Richard Two, a big thirteen-year-old boy, is in the eighth grade of the public schools. He truants considerably and is failing in three subjects. Whenever he is corrected or disciplined in school, he becomes surly and antagonistic, claiming the teachers pick on him. His chief desire is to be transferred to a mechanical school. His Intelligence Quotient is 100. Although he is in the eighth grade, his average arithmetic ability is that of a boy in the sixth grade, fourth month level. His reading ability is that of a boy in the eighth grade, second month level. According to his mother, he was a normal healthy baby and has never been seriously ill with the exception of children's diseases. He has enuresis and his mother has taken him to several doctors, but they could find no functional disorders and stated that this condition was only a lazy habit. He is interested in reading funny books and listening to the radio. At present he belongs to St. Joseph's Club, which is an unsupervised club with no connection with the church or school, but is used by the boys and girls in the neighborhood as a social club. Richard belongs to the senior group, all of whom are older than he is.

He lives with his mother, a younger brother and two younger sisters in a crowded residential section of Boston. The home is well furnished and tidy. Mr. Two, thirty-eight years of age and a native of Chelsea, is separated from his wife. He contributes $15 a week for the support of the children and visits them two or three times a week. Mrs. Two, thirty-one years of age and a native of Brockton, is employed as a stitcher in a garment factory. She discusses her marital difficulties with Richard, which seems unwise as the father has been unfaithful and friendly with women other than his wife. Ever since the birth of Richard, she was unable to get along with her husband, and there has been constant fighting in the home. She refused Mr. Two a divorce when he asked her. The family has been known to social agencies, among which was the Society for the Prevention of Cruelty to Children.
As a result of a complaint of truancy, Richard was adjudged delinquent, given a suspended sentence to the Middlesex County Training School, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group Richard appeared to have a "know it all" and somewhat infant attitude. He acted "tough" and in discussions defended runaway boys from the standpoint of independence and emancipation. He is a self-excusing and spoiled type of boy. In the gymnasium program he showed amazing strengths and definite qualities of leadership. He took an active part in the singing classes. He was obedient and helpful when called on for extra jobs. As time went on his surliness and defiance changed to friendliness and conformance. However, he always had to be supervised carefully especially in his school attendance. Although he was only thirteen years of age, he appeared and acted like a boy of sixteen or seventeen.

Close probation supervision in this case was recommended because of Richard's school difficulty and a poor use of his spare time. He needs discipline more than anything, and if he breaks down on probation, he should be committed to the Middlesex County Training School without being given any more chances. He understands this clearly.

The parents in this case were separated, and the mother had twice refused the father a divorce. Mr. Two contributes to the support of the family and Mrs. Two is also employed.

Since the birth of Richard, the mother was unable to get along with her husband, and there was constant wrangling in the home. Then, the mother discussed the father's unfaithfulness and friendliness with women other than his wife with Richard. This seemed unwise and did not lead to an adequate home life.

At the Citizenship Training Group, the boy was at first surly and defiant. However, as time went by, this attitude changed to one of friendliness and conformance. In the athletic programs he showed amazing strengths and definite qualities of leadership.
I've yet to fully understand the implications of the new technology. It's a complex and multifaceted field, with many different aspects that need to be considered. On one hand, there are the potential benefits, such as increased efficiency and productivity. On the other hand, there are concerns about the ethical implications, such as job displacement and the potential for misuse.

One thing that I think is important is to ensure that the technology is developed in a way that it will benefit society as a whole. This means considering the impact on different communities and ensuring that the benefits are distributed fairly. It also means considering the long-term implications of new technologies, both positive and negative.

Ultimately, I believe that the key to successfully integrating new technology into our lives is to approach it with a combination of careful consideration and open-mindedness. We need to be willing to adapt and learn as we go, while also being mindful of the potential risks and challenges that come with new technologies.
Case 4

Albert Marsh, a small fourteen-year old boy, is in the seventh grade of the public schools. He is an habitual truant but passed in all his subjects except History. In school, he was described as a quiet and well behaved boy. His Intelligence Quotient is 96. Although he is in the seventh grade, he has the reading ability of a boy in the fifth grade, fifth month level. His arithmetic ability is that of a boy in the fifth grade, ninth month level. At church, the boy is reported to attend regularly and lives up to all religious duties. Recently he joined the Burroughs Club. However, he attends irregularly and shows little interest in it. Albert has always been very close to his mother and accompanies her home from work in the evening.

He lives with his mother and an older brother in an apartment building in a good residential section of Boston. Recently, this brother, a third-year student in a Boston high school, was committed to the Psychopathic Hospital for observation. Mrs. Marsh, thirty-five years of age and a native of Italy, has been divorced from her husband for the past ten years. Prior to the divorce, Mr. Marsh, also a native of Italy, was abusive to the mother and never supported the family properly. Mrs. Marsh is employed in a pharmacy. She works all day and late into the night, with the result that the boy has very little supervision. The family has been known to public social agencies since 1932. From the time of the divorce of the parents until a year ago, the family was receiving assistance from the Aid to Dependent Children Division of the Boston Welfare Department.

As a result of a complaint of truancy, Albert Marsh was adjudged delinquent, given a suspended sentence to the Middlesex County Training School, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period. After being referred to the Citizenship Training Group, he truanted three days from school and was surrendered to the court. Here he was given another chance when he promised to attend both the Citizenship Training Group and school regularly.

At the Citizenship Training Group, Albert was a quiet and well behaved boy. He was not very friendly with the other boys in the group. He did not seem to have had much opportunity in the past to play with other boys. Here he was timid in the group activities. He did not seem to enjoy the activities and apparently was merely conforming. Gymnasium classes showed that he had very little coordination and experience in games. In discussions, he took no part,
unless one of the leaders asked him a question. In woodworking he spent most of his time daydreaming and accomplished very little.

After attending the Citizenship Training Group for ten weeks, Albert was excused to go to work. His mother's employer gave him a job in the same pharmacy where his mother works and will supervise him for the remaining period of his probation. However, he has to report to the probation officer every Saturday morning. It was recommended that this officer try to interest Albert in going to the Burroughs Club more regularly to get an interest created in recreation.

This boy's mother divorced the father when the boy was only four years of age. Prior to the divorce the father was abusive to the mother and never gave the family adequate financial support. From the time of the divorce until a year before Albert's appearance in court, the family had been receiving assistance from the Aid to Dependent Children's division of the Boston Welfare Department.

For the past year Mrs. Marsh has been working both day and night in a pharmacy to support her family. As a result the boy received very little supervision.

At the Citizenship Training Group, Albert was aloof and timid in group activities. He did not appear to enjoy the activities and apparently took part merely for conformance.

After the tenth week, the boy was excused from attending the Citizenship Training Group so that he could go to work. His mother's employer gave him a job in the same store with Mrs. Marsh, and the employer assumed the responsibility of supervising him for the remainder of his probationary period.
Case 5

Choate Rose, a big fifteen-year-old boy, is in the ninth grade of the public schools. He is failing in many of his subjects, and received "E" in Conduct and Effort. He has been truant many times in the past year. His Intelligence Quotient is 104. Although he is in the ninth grade, his average reading ability is that of a boy in the seventh grade, seventh month level. His arithmetic ability is that of a boy in the seventh grade, third month level. His teacher describes him as sneaky, surly, troublesome in the classroom and constantly arguing. He has complained to the headmaster that his teachers persecute him because of his race. According to his mother, he is helpful around the house and never has given her any trouble. He is lax in his appearance and must be kept after constantly. He attended the Morgan Memorial Church regularly until a year ago, when he lost interest and now attends infrequently. In the past, he was a member of the Morgan Memorial and St. Marks Center. Now he attends the Robert Gould Shaw House on Friday nights when there is a social but has no other interest in the club.

He lives with his mother in a poor residential section of Boston. The building, which the maternal grandmother owns, is very old and in need of interior repairs. The apartment is comfortably furnished and very presentable. Mr. Rose, thirty-seven years of age, and a native of Washington, is legally separated from his wife and gives his wife a weekly allotment for the support of the children. Shortly after marriage he began to drink heavily, did not support the family properly and there was constant arguing in the home. Ten years ago the parents separated, and two years ago the wife secured a legal separation. Mrs. Rose, thirty-six years of age and a native of Boston, is working as a busgirl in a cafeteria from midnight until eight o'clock in the morning. Three years ago she suffered a nervous breakdown when her ten-year-old daughter died. She is on probation in the Boston Municipal Court for assisting in the maintenance of a house of ill fame. The oldest son is now in the United States Navy.

As a result of a complaint of larceny of a pair of shoes from a packing case in a parked truck, Choate was adjudged delinquent, given a suspended sentence to Shirley, ordered to pay five dollars for the shoes and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.
At the Citizenship Training Group, Choate was found to be argumentative and somewhat of a show-off. He was indifferent to rules and regulations and always ready to justify his actions. He was lazy in the gymnasium but did show good ability in track and in swimming. He constantly belittled and ridiculed the other boys. In discussions, his remarks were of little value and were spoken in order to gain attention. He did not accept discipline very well. He was very sensitive and developed a persecution complex because of his race.

It was recommended that Choate be given strict probation supervision. He should be checked up constantly in school because he has the ability to do good school work, and his record there is due to his attitude. He should also be encouraged to keep up his association with the Morgan Memorial and to attend the Robert Gould Shaw House.

This boy is a product of a poor home background. Shortly after his parents were married the father began to drink heavily, failed to adequately support the family and, as a result, there was constant fighting and turmoil in the home. The parents separated and finally Mrs. Rose obtained a divorce.

Three years prior to Choate's appearance in court, his sister died and the mother had a nervous breakdown. At present, the mother is working in a cafeteria from midnight to eight o'clock in the morning. In addition, she is now on probation for assisting in the maintenance of a house of ill fame.

At the Citizenship Training Group, the boy was argumentative, indifferent to rules and regulations, and was constantly belittling the other boys. In discussion classes, his remarks, which were of little value, were made to gain attention.

Case 6

Jay Reid, a tall fifteen-year-old boy, is in the second year of Mechanics Arts High School. During his first year he passed in all his subjects, was absent but one
day, and his Conduct was rated as "good". He was a member of the track team and earned one point for participation in athletics. This year he is passing in all his subjects with a "C" average. His Intelligence Quotient is 110. Up to this year, Jay was very easy to handle, well behaved and cooperative at home. This year he began to associate with different companions and to stay out late at night with them. Up to a year ago Jay was a member of the Peoples Baptist Church and attended regularly, but since then he has lost interest and attends only occasionally. He is an industrious boy, selling newspapers and shining shoes to pay for his own clothing. He attends the Robert Gould Shaw House three nights a week because he is interested in the gymnasium program there. He is also a member of the St. Mark's Center, where he attends the social on Friday nights.

He lives with his maternal grandmother in a poor and crowded residential section of Boston. The home is comfortably furnished, neat and clean. Mr. Reid, forty-four years of age and a native of the Cape Verde Islands, is divorced from his wife. After their marriage he drank excessively and was so abusive that she left him shortly after the birth of Jay. His present whereabouts are unknown. Mrs. Reid, thirty-seven years of age and a native of Boston, remarried a year after her divorce from Mr. Reid. She now has five children by the second marriage. When Jay was two years old, she placed him with her mother, as she was unable to properly care for him because she was working. Jay visits his mother quite frequently. The maternal grandmother, a widow, works all day. She is inclined to blame herself for not bringing the boy up properly. The family had been known to social agencies.

As a result of a complaint of larceny of a pair of shoes from a packing case on a truck, Jay was adjudged delinquent, given a suspended sentence to Shirley, ordered to pay five dollars, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group Jay was difficult to handle at first but, under discipline and good leadership, improved in his attitude. He showed early conformance in the program, but as time went on he took a very active part. In discussions, his contributions were good. He showed good coordination in the gymnasium and was a very good swimmer. He played hard, showed good competitive spirit and good sportsmanship, and seemed to enjoy all the games. He liked singing and was usually the first one to attend. He did a very good job in woodworking.
Since this boy did not seem to be a delinquent type, probation supervision was recommended for him in addition to regular attendance at the Robert Gould Shaw House.

Shortly after birth, the parents of this boy separated. Later the mother secured a divorce because the father drank to excess and became so cruel to her that it was necessary for them to part. One year after the divorce, Mrs. Reid remarried.

When Jay was two years of age, his mother placed him with his maternal grandmother because she was unable to properly care for him while she was working. The boy remained with his grandmother because the mother had five children by her second marriage and was unable to take Jay into her home. The grandmother, a widow, works all day and is inclined to blame herself for not rearing the boy properly.

At the Citizenship Training Group Jay was, at first, a problem for the leaders. However, under discipline and leadership his attitude improved. His conformance gave way to willing, active participation. He showed good coordination, good competitive spirit, and often volunteered in the group discussions.

Case 7

Anton Argo, a small fourteen-year-old boy, industrious and well dressed, is in the eighth grade of the public schools. He is repeating this grade because of forty truancies during the previous year. His conduct and effort are poor, and he is failing in four major subjects. In school, Anton is described as a mischievous boy who is constantly in trouble with the teachers and gives them a great deal of "back talk." He does not admit that he is wrong and always has ready an excuse for his actions. His Intelligence Quotient is 94. Until this year, Anton has been a member of the Lincoln House. However, in the past year, he has not attended regularly and has apparently lost interest in club activities. At home, the parents have favored his younger sister.
The boy lives with his parents and sister in a poor, residential section of Boston. The building is old and badly in need of repair, but the apartment is comfortably furnished, clean, but disorderly. Mr. Argo, thirty-eight years of age and a native of Italy, was employed as a printer for twenty years in the Morgan Memorial for small wages and recently obtained work as a machinist in a defense plant. He has been a sober, industrious father, who is fond of the children, but has been too easy with them and does not discipline them severely. Mrs. Argo, thirty-three years old and a native of Massachusetts, has found it necessary to work as a seamstress to supplement her husband's small income. Consequently, the children have had no supervision during the day. The family has been known to private agencies, and Anton has been placed twice in a foster home where he has adjusted well.

As a result of a complaint of larceny of money from the neighbors, Anton was adjudged delinquent, given a suspended sentence to the Lyman School, ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, Anton was a boy who played up to the leaders at all times. He set out to conform and to impress them. It was found that his chief difficulty was that he had too much freedom because of his parents' working and had fallen into the habit of stealing and lying habitually. He was at the Citizenship Training Group a little over a week when he ran away from home. Although a visit was made to the home on that day, his parents did not report this.

As a result of the investigation of the home and Anton's behavior while at the Citizenship Training Group, it was recommended that he be placed by the Children's Aid Association. They accepted the case and placed Anton in a home on Cape Cod.

Both parents in this case worked to secure economic stability. For years, the father worked for small wages and only recently obtained work in defense industry. The mother worked to supplement her husband's meager income. As a result, the children lacked supervision during the day.
Mr. Argo, an industrious father, was fond of the children, but was too lenient with them and did not discipline them properly.

In addition, the family had been known to private agencies, and Anton had twice been placed in a foster home.

At the Citizenship Training Group Anton was a boy who tried to impress the leaders at all times. He was here but one week when he ran away from home. As a result of an investigation of home conditions, the boy was placed in a foster home by the Children's Aid Association.

**Case 8**

West Stow, a tall fifteen-year-old boy, is in the second year at English High School. He has been absent so much this year that he is failing in all his studies. His Intelligence Quotient is 107. In school he is not a disciplinary problem and his conduct marks average "C". The headmaster has given him permission to finish out the year with no chance for promotion but has warned him that any unnecessary absence would result in his dismissal to the Disciplinary Day School. Until last year he attended the Catholic Church regularly but now goes only occasionally. He has been a member of the West End House since he was seven years old. Here he takes part in all types of athletics and specializes in boxing. According to his mother he was a normal healthy baby who had measles and whooping cough at six years of age but has been in sound health ever since. He has regular habits, eats heartily, sleeps soundly and is meticulous about his personal appearance.

He lives with his parents and two younger brothers in a poor and congested residential section of Boston. The apartment is adequately furnished, neat and clean. Mr. Stow, forty years of age and a native of Boston, is employed as a painter. There is a long history of desertion and non-support by the father. Ever since the boy was a child, the father has taken a dislike to West, constantly criticizing him and brutally beating him. Recently, since the boy has developed physically, he has retaliated, and several fist fights have resulted. Mrs. Stow, forty-one years of age and a native of Ireland,
is employed nights as a charwoman in a local hotel. She takes her son's part and lends her aid during the brawls to subdue the father. There is such a bitter feeling between the parents, that the father decided to obtain a legal separation. The family has been known to several social agencies.

As a result of a complaint of truancy, West was adjudged delinquent, placed on probation, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group West was a well dressed and a well mannered boy. He was active in discussion classes and gave intelligent answers. He showed considerable skill in swimming, boxing and basketball. He conformed at all times. He truanted constantly from school and ran away from home. As a result he had to be surrendered after his fourth week at the Citizenship Training Group and was committed to the Middlesex County Training School. At this time, the father was sent for and talked to about a legal separation so that order and peace could be restored in the family. He was referred to the Legal Aid Society, where he started proceedings for a legal separation.

It was recommended that when West comes home from the Middlesex County Training School he be taught that he has some responsibility, which his mother should be encouraged to enforce. He will probably continue along his previous lines unless his parents separate.

Paternal rejection in this case is very strong. Ever since the boy was a child, his father took a dislike to him, constantly criticized him, and bodily punished him. This continued until such time as the boy developed physically to retaliate. As a result, there were several affrays in the home.

Then, the mother took her son's part and lent her aid in subduing the father during the brawls between the father and son. This led to such bitter feelings between the parents that the father ultimately started proceedings for a legal separation.

At the Citizenship Training Group, West at all times conformed. However, he constantly truanted from school and finally ran away from
home. Because of this, the boy was surrendered to the court and then was committed to the Middlesex County Training School.

Case 9

Earl Bowl, a small fourteen-year-old boy, is in the special class of the public schools. He is slack in appearance. He resents being corrected and is sulky. His interests lie in comic books and Wild West stories. In addition, he goes to the local movies twice a week. His ambition is to become a salesman in a grocery store. He appears to be a very dull boy with no interest in school. According to his parents, Earl stays out late at night, and the next day at school he falls asleep at his desk. Whenever he is censored by his parents, he goes to his grandmother for consolation and she excuses him. At school, he is very poor in spelling and in arithmetic. However, he uses his hands very well and likes woodworking. He readily admits his truancy and states that he knows it is wrong.

He lives with his parents, an older brother, and an older sister in a crowded residential section of Boston. Mr. Bowl, forty-one years of age and a native of Boston, is employed as a defense worker, at which he earns forty dollars a week. Mrs. Bowl, forty years of age and a native of Somerville, is employed as a hostess in a Boston restaurant, where she averages twenty-two dollars a week as salary. The parents have tried to place the boy in the House of the Angel Guardian but were refused because this home was overcrowded. The parents claim that Earl does just about as he pleases. Since both parents work, the boy spends most of his time with the maternal grandmother, who lives upstairs in the same building. As a result, the boy does not receive the proper supervision and training that he needs. This is especially so since the grandmother consoles him whenever the parents censor him and then the grandmother excuses his actions.

As a result of a complaint of truancy, Earl was adjudged delinquent, given a suspended sentence to the Middlesex County Training School, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

Earl appeared at the Citizenship Training Group but three days out of the first two and one-half weeks. As a result, he was ordered surrendered for violation of his probation and was committed to the Middlesex County Training School. He was at the Citizenship Training Group only long enough to have a physical examination, which showed him to be in good health. As a result, no recommendations were made.
This boy came from a poor home environment. His parents both worked and he was unable to receive the proper training and supervision. The authority in this home had been delegated to the grandmother, and neither parent assumed direct responsibility. The position of the boy in the home was an unwholesome one. The parents disciplined the boy and he went to his grandmother for solace and she excused him.

Then the parents tried to place Earl in the House of the Angel Guardian but were prevented from doing so because the Home was overcrowded. This apparent rejection by the parents seems to be a factor for the boy's hostile and defiant attitude in doing as he pleased.

At the Citizenship Training Group, Earl was absent so many times that he was ordered surrendered to the court for violation of his probation, and then he was committed to the Middlesex County Training School.

Case 10

James Coen, a small fourteen-year-old boy, is in the sixth grade of the public schools. He spent five years in the first three grades of school. He is not a disciplinary problem, and according to his teacher is undoubtedly doing as well as he can. He does considerable day dreaming and is inattentive, drawing pictures of boats and airplanes during class. His Conduct is "B", Effort "A", but he is failing in all his subjects. His average Intelligence Quotient is 73. Although he is in the sixth grade, he has the reading ability of a boy in the fourth grade, fourth month level. His arithmetic ability is that of a boy in the fifth grade. He is a healthy boy, has regular habits and is always willing to help about the house. He is interested in mechanical things and spends much time working with tools. He is industrious and earns money running errands for the neighbors. He gets along well with the other members of the family, although not much interest is shown in him, and he spends his time reading or listening to the radio. He attends church regularly and lives up to his religious duties. James is a member of the South Bay Union, where he takes an active part in woodworking, clay modeling and plane modeling classes.
He lives with his parents, a married sister, four brothers and a sister in a brick apartment building in a poor residential section of Boston. The rooms are adequately furnished but are dark, untidy and in need of repair. Mr. Coen, forty-six years of age and a native of Boston, has been troubled with kidney disease for the past five years and works irregularly as a bottler in different breweries. His wife claims that Mr. Coen is an illegitimate child and is unable to get into defense work because he cannot obtain a birth record. Mrs. Coen, forty-two years of age and a native of Boston, is a short, heavily built woman, very talkative and appears to take James' trouble very lightly. The oldest son, twenty-three years of age, a defense worker, is the main support of the family and is the chief disciplinarian.

As a result of a complaint of breaking, entering and larceny of candy and cigarettes from a neighborhood store, James was adjudged delinquent, placed on probation and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, James was generally untidy and poorly dressed. At times, he appeared to be somewhat sensitive about this. It was felt that this was more a reflection of the home standards rather than his own personal habits. He had a friendly and likeable manner. He was most responsive to any attention and praise given him and was trying hard at all times in all activities at the Citizenship Training Group. Although he was handicapped because of his size, he displayed courage, ability, and good competitive spirit in all activities. In discussion, singing and dramatic activities he enjoyed himself and took an active part. In woodworking, he showed much interest and worked fast with good results. He impressed all the leaders by his sincerity, likeable qualities and the effort to do a good job.

Since James returned to the Citizenship Training Group voluntarily after his discharge by the court and voluntarily takes part in all activities, together with his interest in neighborhood club activities which give him sufficient recreational outlet, it was recommended he be placed on probation supervision.

The father of this boy was in poor health and could not properly supervise him. The mother delegated this authority to an older son. It appears that James felt rejected by his parents because of this.
At the Citizenship Training Group, he was very responsive to any attention and praise given him and tried hard in all activities. Although he was handicapped in group games because of his small stature, he displayed courage, ability, and good competitive spirit. Here he was able to obtain satisfaction, which is evidenced in his voluntary return to the group activities after his discharge by the court. In addition, membership in the South Bay Union gave James an opportunity to develop his interest in mechanical work and to use his talents in woodworking and clay modeling.

Case 11

Charles Cody, a small twelve-year-old boy, healthy, good looking, with a ready smile, is in the seventh grade of the public schools. According to his mother, he was a normal healthy baby who had whooping cough and measles at an early age, but had had no other serious illness. He was a difficult boy to train and was six years of age before he developed habits of personal cleanliness. He avoids house duties and still bites his nails. Charles is interested in sketching, boats, and airplanes. At church, he is a personal friend of the pastor and regularly attends the Baptist Church. In school, he is passing in all his subjects with the exception of English and Economics. His Intelligence Quotient is 102. Although he is in the seventh grade, Charles has the reading ability of a boy in the fifth grade, fourth month level; his arithmetic ability is that of a boy in the fifth grade, sixth month level.

He is one of seven children who live with their parents in a single family house in a fair residential section of Boston. The home is neat, clean, and fairly well furnished. Mr. Cody, forty-three years of age, and a native of Massachusetts, is a defense worker, averaging fifty dollars a week. He is a disabled World War I veteran, has asthma, and has spent much time in the Veterans’ Hospital in Chelsea, Massachusetts, where he was diagnosed as psychoneurotic. Because of his illness, he is hard to get along with, is irritable and is not very much concerned with the children. Mrs. Cody, forty years of age, and a native of Boston, completed the second year of high school and works irregularly as a practical nurse. The family has been known to the Society for the Prevention of Cruelty to Children for neglect of the children.
As a result of a complaint of larceny for shoplifting in a Boston department store, Charles was adjudged delinquent, given a suspended sentence to the Lyman School, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, Charles impressed the leaders with his good looks and rather pleasing personality. He was very sociable with the other boys in the group and got along well with them. On several occasions, when he was disciplined or talked to about his conduct at home, he was unimpressed and in no way appeared to resent or be disturbed by the discipline. Charles was very active and intelligent in discussions, he was a fine singer, an excellent boxer, and showed unusual competitive spirit. He has become so accustomed to the lectures and discipline of his mother that it has no effect on him. The prognosis in this case is poor, if the boy remains in his home.

As a result of an investigation of home conditions and observation of Charles, it was recommended that he be placed as quickly as possible, with the family's cooperation, away from his home. Two months after his initial appearance at the Citizenship Training Group, Charles was accepted by the Children's Aid Association for placement in a foster home and his probation was extended until his adjustment in the foster home.

Illness is a factor in this case. The boy's father, a disabled veteran, has asthma. At the Veterans' hospital, he was diagnosed as psychoneurotic. In addition, he has little concern for the children, is irritable, and difficult to get along with. As a result, he is unable to give Charles the proper attention and supervision. Then, the boy has become so accustomed to the lectures of his mother that she is unable to adequately discipline him. Also, the family has been known to the Society for the Prevention of Cruelty to Children.

At the Citizenship Training Group Charles fared well with the other boys in his group. He showed fine competitive spirit in the games and was active and intelligent in discussions. However, when disciplined, he did not appear to resent it nor did he seem to feel disturbed.
With the family's cooperation, the boy was accepted by the Children's Aid Association for placement in a foster home.

Case 12

Karl Rose, a tall, thin fifteen-year-old boy, is in the special class, to which he was transferred from the fifth grade. He is a slow-thinking and slow-moving boy, who is well mannered. His sole interest is in the movies, although on occasions he spends time doing jigsaw puzzles. His health is fair. At school, Karl was absent quite frequently because of his lack of interest in school. His Intelligence Quotient is sixty, which is at the feeble-minded level. No test was given for his reading ability, but his average arithmetic ability is that of a boy in the third grade, third month level.

He is the sixth of twelve children and lives with his parents in a poor, residential and retail business section of Boston. The home is very dirty and poorly furnished. Mr. Rose, fifty years of age and a native of Boston, is a collector for the Good Samaritan Army, to which the whole family belong. His earnings fluctuate, as they are on a percentage basis. Mrs. Rose, forty-six years of age and also a native of Boston, is an unattractive, poorly dressed, and unstable woman, who has twice deserted the family to live with men other than her husband. She too works for the Good Samaritan Army. The family has been known to many relief and children's agencies. The Society for the Prevention of Cruelty to Children has known this family since 1927, although no action was ever taken against the family.

As a result of a complaint of larceny of merchandise from a Boston department store, Karl was adjudged delinquent, given a suspended sentence to the Lymar School, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, Karl was a quiet and well mannered boy who did not associate with the other boys. At the outset in his activities, he did not seem able to enter into groups because of his lack of training, shyness, and insecurity. He showed gradual progress as he participated more and more in the activities of the group. He was unable to make any decisions of his own, although he did appreciate whatever was done for him. At best, he participated in activities less than the average boy in his group. The prognosis in this case is poor because the workers have felt that he will always be a follower and will be easily let by other people.
As a result of an investigation of home conditions and the observation at the Citizenship Training Group, it was recommended that Karl leave school and go to work as soon as possible, and that he be placed somewhere away from his home and present environment. Since he has reached the peak of his learning ability, the boy is to finish school and will go to work in the Good Samaritan Army Camp at the end of the school year. Meanwhile, Karl is to report to his probation officer until he goes to this camp.

This is a case of a boy who is one of twelve children in the family. The home situation is very poor. The home itself is dirty and inadequately furnished. The mother was immoral and twice had deserted the family to live with men other than her husband. Both parents worked. In addition, the family has been known to many relief and children's agencies, as well as the Society for the Prevention of Cruelty to Children.

When Karl first came to the Citizenship Training Group, he was shy and insecure. As time went by, he participated more in group activities and showed progress. However, he did not seem to take part in discussions on his own initiative, but did appreciate anything that was done for him.

Also, the boy was feeble-minded and appeared to have no interest in school, being absent frequently. Since Karl had reached the peak of his learning ability, he is to finish his present school year and then go to work.

Case 13

Moses Seal, a short fourteen-year-old boy, is in the eighth grade of the public schools. He was discharged a year ago from the parochial school. Here he was a constant disciplinary problem, was disrespectful to his teachers, and on several occasions was detected in minor thefts. In the public school he continues to be a problem. He is very moody and becomes resentful and surly. He is failing in all his major subjects. The headmaster stated that Moses is not academically inclined and should be transferred to a Vocational School. His average reading ability is that of a boy in the sixth grade, second month
level. His average arithmetic ability is that of a boy in the fifth grade, first month level. According to his mother, Moses had measles and whooping cough when he was three years of age but was never hospitalized. He is very good at helping out in the home, gets along well with the rest of the family and minds well. He is very handy with tools and has installed many electrical fixtures about the house. His only hobby seems to be the moving pictures, which he attends two or three times a week. He does not attend any club.

Moses lives with his parents, a brother and two sisters, in a single family house in a poor residential section of Cambridge. Mr. Seal, fifty-two years of age and a native of Italy, is a laborer. His average pay is $45 a week. He was married twice before. His first wife died, and he divorced his second wife twelve years ago. For four years prior to the divorce, Mrs. Seal lived with Moses' father as his wife. Moses, his brother and one sister were born before the parents were married. Mrs. Seal, forty-five years of age and a native of Boston, is very obese and finds it difficult to get around. Both parents have long court records for liquor violations, and each has served time in the House of Correction. The home is conducted on Old World standards, and the children have had little or no guidance and supervision. Horace, an older brother, is at present in the Industrial School at Shirley. The family has been known in the past to the Society for the Prevention of Cruelty to Children.

As a result of a complaint of being a runaway, Moses was adjudged delinquent, given a suspended sentence to Lyman School, and ordered to attend the Citizenship Training Group the first twelve weeks of his probationary period.

At the Citizenship Training Group Moses was untidy and undisciplined. He was here but one week. During this time it was obvious that he was poorly trained. Investigation revealed that he was a serious disciplinary problem before coming to the Citizenship Training Group, especially in school. Moses got into further trouble by stealing money at home and running away to Greenfield. The order of suspension was revoked, and he was committed to the Lyman School forthwith. He was not at the Citizenship Training Group long enough for any other observations concerning his abilities, and therefore no recommendations were made.

In the case of this boy the parents both have long court records and both have served time in jail. Then there was a problem of immorality.
The father was married to another woman and lived with this boy's mother for four years before he secured a divorce. Moses, as well as his younger sister, was born before his parents were married. The parents seemed more concerned with themselves than with the boy and gave him little guidance and supervision.

At school, Moses was a constant disciplinary problem and had been expelled from the parochial school because of this. This attitude he carried over to the time he spent at the Citizenship Training Group, where it was evident that he was poorly trained and that he lacked discipline.

When the boy got into further trouble by stealing money from his parents and running away from home, he was ordered committed to the Lyman School.

Case 14

Arthur Kane, a small twelve-year-old boy, is in the seventh grade of the parochial school. He is very much underweight. Although he was brought up a Catholic, he has never received his first communion and attends church very irregularly. Shortly after birth and until he was four years of age, he was placed with friends of his mother in New York. Then he went to live with a maternal aunt in New Jersey. Here he remained until six months ago, at which time he came to Boston to live with his mother. At school Arthur has been a chronic truant and was absent on the days that the tests were given. His teacher states that he is a fine reader and good in arithmetic. He was not a serious disciplinary problem but seemed unable to apply himself to his work. The boy desires to go to the country where he can attend a school that will not have many pupils. He would also like to live in the country with a good foster mother and father. According to Arthur's mother, the boy's difficulty was his lying and truancy. She admits that he would be better off in a foster home.

He lives with his mother and step-father in a poor, crowded residential section of Boston. His father deserted his mother shortly before his birth, and two years later his
mother secured a divorce. Mrs. Kane, thirty-three years old and a native of New York, is a dancer in local burlesque theaters. She attended one year of high school and at the age of fifteen left to become a dancer in vaudeville. She is away from home most of the time and is unable to properly supervise the boy. The step-father, twenty-four years of age and a native of Boston, is a musician in an orchestra in a Boston hotel. However, he sees little of the boy, because he works afternoons and evenings. The mother and step-father drink and are constantly fighting between themselves. Consequently the home is disorganized.

As a result of a complaint of truancy, Arthur was adjudged delinquent, ordered committed to the Middlesex County Training School, which order was suspended, and he was ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

A medical examination showed that Arthur was in good health. Since the boy appeared at the Citizenship Training Group only for a medical examination, no recommendations were made.

As a result of the investigation of the home, it was recommended that Arthur be placed in a foster home. This was done, with study being transferred to the Judge Baker Guidance Center by the Children's Aid Association, who agreed to place the boy.

This boy is a product of a disorganized home. The mother and step-father both drink and are constantly fighting between themselves. Both parents work and are away from the home most of the day and night. The mother is a dancer in a burlesque theater and the step-father is a musician in an orchestra. Because of this, the parents see little of the boy and cannot give him adequate supervision and guidance.

In addition, Arthur appears to have been parentally rejected from birth. Shortly after the boy was born, his father deserted his mother, and two years later the mother secured a divorce. From the time he was a child, Arthur was placed with friends of his mother and with relatives. The mother admitted that her son would fare better in a foster home. This was done and the boy was placed by the Children's Aid Society.
Case 15

Tass Gain, a tall fifteen-year-old boy, is in the ninth grade of the public schools. He receives passing grades in all his subjects except Mathematics. In school, he has never been a disciplinary problem and would undoubtedly receive better marks if he attended more regularly. His Intelligence Quotient is 95. Although he is in the ninth grade, he has the arithmetic ability of a boy in the sixth grade, third month level. His reading ability is that of a boy in the eighth grade, third month level. He attends the Catholic Church regularly but takes no part in their activities. He had been a member of the local Boys' Club for the past five years but has not attended in the past year. He has no interest in the club activities and attends only for a shower or an occasional swim. According to his parents, Tass is helpful around the home, respects them, and gets along well with the rest of the family. His ambition is to go to work as a longshoreman after he completes this year in school.

He lives with his parents, seven brothers and two sisters, on the first floor of a dilapidated wooden building in a crowded residential section of Boston. Mr. Gain, fifty years of age and a native of Boston, has a long court record for drunkenness and has served several sentences in the House of Correction. He has always been too lenient with the children. Mrs. Gain, fifty years old and also a native of Boston, is a pathetic-looking, middle-aged woman who has undoubtedly worked very hard to rear the large family. She is very defensive and blames Tass for disgracing the family. The family has been known to public and private agencies for the past ten years. The economic situation has been alleviated by the recent employment of an older son.

As a result of a complaint of breaking, entering and larceny of a leather jacket, Tass Gain was adjudged delinquent, given a suspended sentence to Shirley, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group Tass was a boy who stood out because of his businesslike attitude. He was quiet and had very little to say but did everything that was required of him to the best of his ability. He tried hard and played well with the group. In discussion he offered very little but paid strict attention. His shyness might be inferiority due to poor situation in the home because of his father's drinking. Since school has closed Tass has gone to work as a longshoreman.
He realizes now that he can get along without getting into further trouble. He told the leaders on leaving the Citizenship Training Group that bad companions caused him to get into difficulty and that now he has different associates, none of whom have been in trouble. The recommendation in this case is probation supervision for the next three months.

This is a case of a boy whose father has a long court record for drunkenness, which has resulted in the father spending much time in jail. In addition, the father has been too lenient in his discipline, and the boy did not receive the proper guidance.

The mother, who raised a family of ten children, holds Tass responsible for disgracing the family name by getting into trouble. Then, the family, over the past ten years, has been known to public and private social agencies.

At the Citizenship Training Group, the boy cooperated in the work, displayed a businesslike attitude, and did what was required of him to the best of his ability. His shyness here appears to be due to his inferiority in the home because of the father's drinking.

**Case 16**

Tomas Pine, a tall, nice-looking, fourteen-year-old boy, unfriendly and aloof, is in the eighth grade of a public school. Physically he is in good health; however, he is in poor mental health because of conditions at home. At home, he is uncommunicative to his parents. From the time he was two years of age until he reached the age of nine, Tomas was very feminine in his behavior. He always wanted to be with his mother, slept in the same bed with her, wore girls' clothing, played with dolls, and always wanted to be with girls. When he was nine years old, he fell on his head from the third floor of his home to a concrete floor. Shortly after this, he became very aggressive. Tomas is inclined to exaggerate his escapades. His interests lie in mechanics and woodworking, and he offers this as the reason why he is a truant since the school provides no courses in subjects that interest him. His Intelligence Quotient is 86. His reading ability is that of a boy in
the sixth grade, eighth month level, and his arithmetic ability is that of a boy starting in the sixth grade.

He is the only boy in a family of five girls and is the fourth child. They live with their parents in a good, residential section of Boston. Mr. Pine, a chauffeur, was born in Ireland and came to the United States in 1914. He is a heavy drinker and does not support the family adequately. Because of this, the mother has gone to work several times. Mr. Pine constantly abuses the boy verbally and physically and has never had a close relationship with any of his children. Mrs. Pine was born in Ireland and came to the United States in 1916. In 1917, she married Mr. Pine. She too drinks, and although she has no court record has stolen various objects from the families in which she has worked. The family has been known to several social agencies.

As a result of a complaint for being a stubborn child, because he would not attend school or come in early at night, Tomas was referred to the Citizenship Training Group by the West Roxbury Court.

His work at the Citizenship Training Group was fair, although he reported less than fifty per cent of the time. At the Citizenship Training Group, he was unfriendly at times, sullen, and remained aloof, although at times in his conversation he was friendly. After an investigation of the home and observation of the boy at the Citizenship Training Group, it was deemed advisable to remove the boy from the home. This was done after three weeks of attendance at the Citizenship Training Group.

Inasmuch as his home conditions were very poor and his parents did not know how to manage him, Tomas was placed by the Children's Aid Association in the Litchfield Junior Republic in Connecticut. When he was placed, he had reached the stage of absolute rebellion against his home and his parents.

This boy was in the state of constant turmoil, unhappy in his predicament, and in poor mental health. His home background was very poor. The father was a heavy drinker, had no interest in his children, and orally and physically abused the boy. This served only to increase his resentment to his home and parents.
His position as the only boy in a family of five girls affected his personality development. Tomas' mother kept him in a girl's setting until he was nine years old. As a result of the feminine influence, he was unable to solve his Oedipus complex and did not make a healthy male identification. Emotionally, he remained at the infantile level because he found difficulty in adjusting to a more mature level. This frustration, resulting from poor training, was the cause of his inadequate personality. To combat this frustration and to reeducate him, it was necessary to remove him from his environment.

Case 17

Wallace Williams, a sly, sneaky, pugnacious boy, fourteen years of age and in good health, is in the eighth grade of the Disciplinary Day School in Roxbury, where he was transferred from a public school because of his behavior. He is a bully, show-off, uses profane language, and has a persecution complex. His attendance at church has been very irregular. Frequently he attends the Robert Gould Shaw House. In school, he has been quite a problem for his teachers and was constantly getting into trouble. Although he was not a truant, he did not try to accomplish anything in school. His Intelligence Quotient is 115. His reading ability is consistent with that of a boy in the eighth grade. However, his arithmetic ability is that of a boy in the third grade, seventh month level.

He is the oldest of a family of two boys, who live with their father and step-mother in a three story brick building in a crowded residential section of Boston. The home is neat and well furnished. Mrs. Williams, thirty-two years of age and a native of Boston, was an immoral person who drank constantly and associated with other men. In 1939, she deserted the family and the children were entrusted to the care of the Division of Child Guardianship. The following year the father secured a divorce. Two years later the father remarried. The step-mother, thirty years of age and born in New Jersey, is employed in defense work, averaging twelve hundred dollars a year for her earnings. She is fond of the two boys but has no control over them. The father, thirty-six years of age and a native of Boston, is obliged to work late at night. As a result the supervision of the children is left to the paternal grandmother,
who owns the building in which the family reside. The grandmother has constantly shielded the boy from his father, with the result that he has received no discipline. On occasions, the father has administered severe punishment, which Wallace resents.

As a result of a complaint of larceny of merchandise from various stores, Wallace was adjudged delinquent, given a suspended sentence to the Lyman School, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period. At the end of this time, he was given six additional weeks at the Citizenship Training Group, because of his poor attitude and behavior.

It was only after Wallace was given additional time at the Citizenship Training Group that he showed any improvement in his attitude and behavior. However, this seemed to be more in conformance than for any other reason. Over-polite and eager to volunteer, he always took the moral side of every argument. He always identified himself with colored boys in the group and felt insecure because of his race. Quick to make excuses and feigning innocence when disciplined, he was always alert to take advantage of anything, if given an opportunity.

As a result of the observation at the Citizenship Training Group and an investigation of home conditions, probation supervision on strict condition of good behavior in school, membership in the Shaw House, and good behavior in the neighborhood, was recommended. If he violated his probation, it was felt that he should be committed to the Lyman School.

The boy in this case had an immoral mother. She drank heavily, associated with other men, and finally deserted the family. Thereupon, Wallace was placed in the care of the Division of Child Guardianship, where he remained for two years. When his father remarried, the boy went to live with the father and step-mother. While the latter loved the boy, she was unable to control him.

The father was kept from the home for long hours because of his work. The supervising of the boy was left to the grandmother. As a result, the boy was unwisely trained because the grandmother constantly
shielded the boy from his father, who on occasions administered severe
punishment to the boy.

At the Citizenship Training Group, Wallace was given an additional
six weeks because of his poor attitude and behavior. Then there was
an improvement, although this appeared to be more in conformance than
for any other reason. He appeared to feel inferior because of his race,
was quick to excuse himself, and was alert to take advantage of any
opportunity.

Case 18

George Bose, a tall sixteen-year-old boy, is in the ninth
grade of the public schools. He is well developed physically.
He is failing in his three major subjects at school. To
date he has repeated the fourth and sixth grades. His
Intelligence Quotient is 92. Although he is in the ninth
grade, he has the reading ability of a boy in the fifth
grade, eighth month level. His arithmetic ability is
equal to that of a boy in the fifth grade, sixth month
level. The principal felt that George would be better
off to leave school, where he is beginning to develop
habits of truancy and tardiness. He is interested in
athletics. At home, he has been treated as the "baby"
and allowed much freedom. He is the youngest of six
children. George attends the Catholic Church regularly
and engages in the Catholic Youth Organization activities.
At one time, he was a member of the local Boys' Club but
no longer is active there.

The boy lives with his parents and three older brothers
in a small single family house in a crowded section of
Boston. The home is exceptionally well furnished, neat
and clean. One brother and sister are married and live
away from home. Two older brothers are members of the
Armed Forces. Mr. Bose, fifty-one years of age and a
native of Boston, is a retired Boston fireman. He is
employed on defense work in Lowell and is home only on
week-ends. The spirit in the home is good and the family
is economically self-sufficient. Mrs. Bose, fifty-one
years of age and a native of Boston, is a housewife. She
is very nervous, high strung, hard of hearing, and shields
the boy. The family has never been known to social agencies.
As a result of a complaint of breaking and entering and larceny of a leather jacket and a pair of gloves from a neighborhood store, George was adjudged delinquent, given a suspended sentence to the Industrial School at Shirley, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, George was a boy who impressed the leaders with an excellent businesslike attitude. He is a shy, well mannered and well dressed boy. He was very much ashamed of getting into difficulty and the leaders felt that this trouble was due to his desire to associate with a group of older boys, which led him into trouble. In the gymnasium, George stood out as a well conditioned, well coordinated, and skillful athlete. He assisted the leaders in instructing the younger members of the group in the fundamentals of basketball. He never took advantage of his superior strength and ability in his activities with the younger boys. In discussions, he was shy and did not volunteer any answer. However, when he was asked a question, he showed a good social sense. At no time during his stay at the Citizenship Training Group was it necessary to discipline him. His attitude was one of willingness and cooperation. His ambition is to go to work, as he is having difficulty in school. He obtained a job in defense work just before he left the Citizenship Training Group.

As a result of an investigation of the home and observation of the boy at the Citizenship Training Group, it was recommended that George be placed on probation for the next three months and report to the probation officer regularly. It was felt that he should do well under probation supervision.

There does not seem to be an apparent factor for this boy's delinquency. The home is economically self-sufficient and there is good family spirit. Although the father is away from the home most of the week, the other members of the family give the boy much attention and George appears to have proper guidance and supervision.

This is seen in his attitude at the Citizenship Training Group where he was an asset to the leaders in the group activities. George lent his aid in helping the younger members of the groups and never did
he take advantage of his superior strength and ability. At no time
during his stay at the Citizenship Training Group was it necessary to
discipline him.

Case 19

John Bean, a small twelve-year-old boy, is in the eighth
grade of the public schools. His marks for the past
two months show that he is failing in all his subjects,
has received a "D" in Conduct and an "E" in Effort. His
teachers state that he is lazy and shows no interest
in school work. He is very sullen and becomes surly when
disciplined. His Intelligence Quotient is 116. His
average reading ability is that of a boy in the eighth
grade, third month level. His average arithmetic ability
is that of a boy in the sixth grade, fourth month level.
According to Mr. Bean, John was a normal healthy baby,
who has never been seriously ill with the exception of
children's diseases. He has been severely beaten by his
father for staying out late at night. In the home, he
passes the time reading funny books, listening to the radio,
or playing with his brothers and sisters, with whom he
is constantly arguing. He has no interest in athletic
activities and does not belong to any club.

He lives with his parents, two brothers and two sisters
in a five-room apartment in one of Boston's Housing
Projects. The home is barely furnished with well worn
furniture and is untidy. Mr. Bean, forty-six years of
age and a native of Boston, recently obtained a night
job in defense work, where he earns $35 a week. Prior
to this he had been on the Works Progress Administration
since 1937, where he worked for small wages. He is a
strict disciplinarian and blames his wife for the boy's
trouble because she interferes when he disciplines the
boy and takes his part. Because of the beatings, bitter
feelings exist between father and son. Mrs. Bean, thirty-
six years of age and a native of Boston, is a neatly
dressed woman. She was not particularly upset by her
son's court appearance and stated that he had never given
her any serious trouble. The family has been known to
social agencies.

As a result of a complaint of larceny of nine pairs of
ladies' stockings from an express truck, John was adjudged
delinquent, given a suspended sentence to the Lyman School,
and ordered to attend the Citizenship Training Group the
first twelve weeks of his probationary period.
At the Citizenship Training Group John always took the opposite side in all discussion classes. He used street slang and often refused to recognize the proper ethical situation. As time went on he became more friendly and showed a much better side to his personality. In gymnasium his coordination and skill were only fair. However, he had competitive spirit, and his stamina was good. This boy, who has good intelligence, apparently has not been guided in wholesome recreational outlets. The leaders feel that this boy's home situation has contributed to his delinquency, and that he is unhappy and resentful because of it.

He receives no intelligent supervision or stimulation to take part in organized activities, which he needs very much. It was recommended that the recreation supervisor in the Housing Project be contacted to have him try to interest John in some wholesome recreation. He should be encouraged to join the local Boys Club. Probation supervision and a check-up with his teachers in school next September were also recommended.

It appears from the record that this boy is a product of a disorganized home. The father is a strict disciplinarian and has administered severe physical punishment on the boy. As a result, there exists a bitter feeling between father and son. The father blames his wife for the boy's trouble because the mother interferes with his discipline and because she takes the boy's part against the father. Because of this condition, John is unable to receive the proper supervision and guidance.

At the Citizenship Training Group, the boy's attitude changed for the better. He became more friendly, displayed his good qualities, and showed excellent competitive spirit. It was the opinion of the leaders at the Citizenship Training Group that John's home situation had contributed to his delinquency and that the boy was unhappy and resentful of the conditions in the home.
Case 20

John Forbes, a tall fifteen-year-old boy, is in the eighth grade of the public schools. He is repeating this grade. Here he is described as especially quiet and has never been a disciplinary problem. He has been absent excessively, and this has held him back in his studies. He is passing in all his studies except Economics. His Intelligence Quotient is 95. Although he is in the eighth grade, he has the average arithmetic ability of a boy in the seventh grade, third month level. His average reading ability is that of a boy in the eighth grade, first month level. John, who is in good health, has worn glasses since he was eight years of age. He is described as very respectful to his parents, gets along well with the other members of the family, and had never given his parents any trouble. He is industrious and for the past five years has worked shining shoes and selling newspapers. John has not attended church regularly for the past year. Recently he joined the South End Boys' Club and the Sea Scouts. Prior to this, he had attended the Lincoln House, where he is well known and liked.

He lives with his parents, two younger sisters and three younger brothers, in a brick apartment building in a poor residential section of Boston. The rooms are comfortably furnished but untidy and dark. Mr. Forbes, thirty-nine years of age and a native of Italy, works as a sheet metal worker in defense work where he averages fifty dollars a week. He has a long court record for assault and battery on his wife and for neglect of his wife and children. He blames John's companions for leading him into trouble. Mrs. Forbes, forty years old and a native of Massachusetts, is an adequate mother and housekeeper. A complaint that the mother was neglecting the children was investigated by the Citizenship Training Group and found to be groundless. The family has been known to various social agencies.

As a result of a complaint of breaking, entering and larceny of candy and cigarettes from a neighborhood store, John was adjudged delinquent, placed on probation, and ordered to report to the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group John from the beginning impressed the leaders as being a quiet, well mannered and serious boy. He came here with an attitude of doing a good job and successfully completed the twelve weeks with an excellent record. He was friendly, cooperative, and
followed directions very well. He spent considerable
time running and working the rowing apparatus. In wood-
working, he made five model planes and showed good ability.
His work on the planes was neat and accurate. He was
active in discussion classes and seemed to be sincerely
interested in the topic under discussion. Because of
his excellent record he was given the opportunity of
going to work five days before he completed his time at
the Citizenship Training Group.

Since the boy has sufficient recreational interests,
together with the fact that he has now a part-time job,
it was recommended that probation supervision would be
sufficient.

The father of the boy in this case has a long court record for
assault and battery on his wife and for neglecting his wife and children.
He blames John's companions for the boy's difficulty. The mother appears
to be adequate in her administering to the needs of the family. While
the boy was attending the Citizenship Training Group a report that the
mother was neglecting her children was investigated by the worker and
found to be groundless. The family has been known to various social
agencies.

At home, John was described by his parents as respectful to them,
gave them no trouble, and was industrious. This attitude was further
seen at the Citizenship Training Group, where he was friendly, cooperative,
and followed directions very well. He had an excellent record here, and
because of this was excused from attending the last five days of his
probationary period.

**Case 21**

Jade Mays, a tall sixteen-year-old boy, is in the second
year of the Charlestown High School. He never received
a diploma from grammar school but took a special examina-
tion, passed and was allowed to attend high school. His
Intelligence Quotient is 97. Although he is in the tenth
grade, he has the average reading ability of a boy in the
eighth grade, third month level. His average arithmetic ability is that of a boy in the sixth grade, second month level. In all subjects, except "Shop", he was doing poor work. Jade gets along well with the other members of the family, and his sole difficulty, according to his mother, seems to be that he dislikes school and that his father insists that he attend school. His chief desire seemed to be to wait until he was old enough to join one of the Armed Services. He is not a club boy but does belong to neighborhood athletic teams. His companions in the neighborhood were boys interested in athletics, and Jade was supposed to be a good baseball player. Jade has a steady "girl friend" whom he sees quite often.

He lives with the parents, four sisters and two brothers in a one family home in a fair residential section of Boston. Mr. Mays, fifty-one years of age and a native of Boston, has worked as a longshoreman for a number of years. He is now working as a steamfitter. According to his wife, he has worked hard and steadily. He has a long court record for assault and battery, non-support and drunkenness. However, he has not been arrested or complained of for the past seven years. Mrs. Mays, forty-nine years of age and a native of Massachusetts, is an extremely nervous woman who appears to try to conceal many pertinent facts about the family background. The family has been known to several social agencies.

As a result of a complaint of carrying an unloaded automatic pistol without a permit, Jade was adjudged delinquent, given a suspended sentence to Shirley, and ordered to report to the Citizenship Training Group the first twelve weeks of his probationary period.

At the Citizenship Training Group Jade was found to be an insecure boy who brags constantly and shows off. He took liberties and did so in discussions in order to impress the other boys in the group. He was always bragging about his athletic prowess, and especially his boxing. However, when the opportunity presented itself, he never showed any ability. Because of his boasting he was not popular with the other boys. In discussion classes he offered very little in a constructive way. In general he is individualistic and a show-off. When winning he is very aggressive. When losing he becomes slow and ineffective.

On the completion of the course at the Citizenship Training Group Jade returned to court. It was recommended that he get into the service as quickly as possible, and the case was filed.
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This is a case of a boy whose father, in the past, had a long court record for non-support, drunkenness, and assault and battery. However, the home situation has improved in the past seven years and the father has had no arrests. The family has been known to many social agencies. Then, the mother appears to try to conceal many pertinent facts about the family background.

At the Citizenship Training Group, Jade was found to be insecure. To gain attention, he took liberties to impress the other boys with his superiority. Whenever an opportunity presented itself, however, he was unable to show ability to substantiate his boasting. As a result of this, he was not popular with the other boys. It was only when he was on the winning side in activities, that he was aggressive. On the other hand, when he was on the losing side, he became slow and ineffective.

**Case 22**

James Quinn, a small fourteen-year-old boy, is in the second year at the High School of Commerce. During his freshman year he failed French and Science and is repeating these subjects. This year he is failing in English. His Intelligence Quotient is 108. Although he is in the tenth grade, he has the reading ability of a boy in the eighth grade, eighth month level. His arithmetic ability is that of a boy in the sixth grade, second month level. His attendance at school has been excellent. In school he is very quiet, no disciplinary problem, and is capable of doing better work but does not exert himself. He attends church regularly and is active in the Catholic Youth Organization.

He lives with his parents, six brothers and one sister in a single six-room house in one of Boston's Housing Projects. The home is unusually well furnished, clean and orderly. There is a fine family spirit, and the family is economically sound. Mr. Quinn, forty-six years of age and a native of Boston, is employed as a shipper in a warehouse, where his average pay is $48 a week. According
to Mrs. Quinn, the father is sober, industrious, a good provider and a strict disciplinarian. Mrs. Quinn, forty-five years of age and a native of Boston, is an adequate mother and housekeeper. Her chief concern was that the school might find that James was on probation and that this would be a reflection on the four oldest boys, who are graduates of this school.

At a result of a complaint of larceny of three boxes of women's stockings from a parked truck, James was adjudged delinquent, given a suspended sentence to the Lyman School, and ordered to report to the Citizenship Training Group the first twelve weeks of his probationary period.

At the Citizenship Training Group James was a boy who had normal interests in boy activities. He was shy and bashful, always polite and well mannered. He was friendly and cooperative. He was interested in athletics, particularly softball, in which he displayed skill and ability. In discussions, he took an active part and showed a high degree of intelligence as well as a good social sense. He was always willing to do his part and volunteered often. His problem seemed to be that in school he was having difficulty with his subjects. However, he improved as time went on.

Probation supervision only was recommended in this case. It was felt that his case should be filed at the earliest possible time. His home is an excellent one, and it appears that he will receive adequate supervision and help at home.

This boy had an excellent home background. His difficulty in school appeared to be a rebellion against the authority of his father, who was a strict disciplinarian. In this way, he would be seeking recognition as an individual rather than a member of a family who was expected to follow the family pattern set down by his four older brothers.

It seems that his desire for recognition in the family unit could only be met by emulating the example set by his older brothers. When he did not meet these standards, he lost interest because he felt that to be appreciated he had to be successful.
At the Citizenship Training Group he received the recognition due him. People, other than his family, took an interest in him. His friendly and cooperative manner, both in athletics and in the discussion classes, showed his appreciation in being recognized as an individual.

Case 23

James Muse, a small, thin fifteen-year-old boy, is in the seventh grade of the public school. He is failing in all his subjects this year and already has repeated two grades in school. His Intelligence Quotient is 85. At school, he presents no behavior problem, yet he appears to be languid and seems to be in poor health. According to his parents, he was never seriously ill until two years ago when he had pneumonia and nearly died. James attends the Burroughs Newsboys Foundation on Friday evenings because they have movies. At home, he is industrious and contributes to the family income by working whenever possible on pushcarts. He receives little consideration from his father, except when the latter wants him to be excused from attending the Citizenship Training Group so that the boy can go to work.

He lives with his parents, three sisters, and two brothers in a large wooden apartment house, in an overcrowded section of Boston. The home is unattractive but is comfortably furnished. Mr. Muse, fifty-four years of age and a native of Italy, is incapacitated as a result of an industrial accident, which happened two years ago. He receives $18 a week compensation. Mrs. Muse works irregularly. Two of the children in the family are employed. The father appears to be the dominant figure in the home, which is conducted according to Old World standards.

While the boy was attending the Citizenship Training Group, the parents were requested to have the boy examined to determine if there was some physical ailment that could be remedied. The parents would not cooperate either with the Citizenship Training Group or the School Department in this matter. After the father and the boy were summoned to court, the Citizenship Training Group obtained results and the boy was examined. The family has been known to social agencies, who from time to time have given assistance.

As a result of a complaint of larceny of fifty packages of cigarettes from a neighborhood bowling alley, James
was adjudged delinquent, placed on probation, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group, James was a poorly coordinated and mentally deficient boy, who contributed nothing to any of the activities in the program. He was unable to take any directions and follow them out. When he was found to be suffering from severe nosebleeds, he was instructed to go to the Dispensary. He did not go and did not grasp what the doctor at the Citizenship Training Group meant. Until the interest of his oldest sister, twenty-five years of age, was aroused in him the Citizenship Training Group could do little with James. From then on, he seemed to pick up and do better.

As a result of an investigation of the home and school, as well as observation of the boy at the Citizenship Training Group, it was recommended that he be discharged from school when he is sixteen years of age. Although the psychologist at the Citizenship Training Group had recommended commitment to the Wrentham State School, it was felt that the parents would not agree to this. Therefore, it was recommended that he be allowed to go to work as soon as possible on some simple job that would be within his grasp and capacity. If possible, some training in the North Bennett Industrial School should be given him. As James did not seem to be a serious delinquent, probation supervision should be sufficient for him.

This boy comes from a home that is run according to the cultural patterns of the Old World. The father is the dominant figure in the home and gives the son little consideration and attention except when he wishes James to be excused from attending the Citizenship Training Group in order that he can go to work.

In addition, the father is incapacitated as a result of an industrial accident. Because of this, the mother works irregularly to supplement the family income. In the past the family has been known to social agencies.

At the Citizenship Training Group it was found that the boy was poorly coordinated and mentally deficient and that he was unable to
follow directions given him. When the interest of his oldest sister was secured, he improved and the leaders at the Citizenship Training Group had some success with the boy.

Case 24

George George, a small fifteen-year-old boy, is in the seventh grade of the public school. He is receiving a passing grade in all his subjects except English and Mathematics. He repeated the sixth grade in the same school. He is frequently absent from school and has absolutely no interest in school. His marks in Conduct and Effort are "D". His Intelligence Quotient is 79. Although he is in the seventh grade, his reading ability is that of a boy in the fifth grade, second month level. His arithmetic ability is that of a boy in the fourth grade, eighth month level. At home, he seems to be happy and gets along well with the other members of the family. He is helpful around the house, doing chores and running errands. His health is good except that he has been troubled with chronic asthma since he was seven years of age. George has been a member of the Burroughs Foundation for the past three years. He is interested in the game room, airplane modeling, and moving pictures.

He lives with his parents, three sisters and four brothers in a large wooden apartment building in a crowded residential section of Boston. The apartment is well furnished and immaculately clean. Mr. George, forty-five years of age and a native of Italy, is a fisherman in business for himself. He is a strict disciplinarian and is the dominant figure in the home. Mrs. George, thirty-eight years of age and a native of Italy, speaks no English. She has high blood pressure. She appears to be an adequate mother and housekeeper. The home is a typical Italian home, run according to Old World standards. Mr. George is not home too frequently because of his work. For this reason, George does not receive the adequate supervision that is necessary.

As a result of a complaint of larceny of fifty packages of cigarettes from a neighborhood bowling alley, George was adjudged delinquent, placed on probation, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group George, at first, had to be disciplined because of his poor attitude. This was a result of the attitude toward the Citizenship Training
Group held by the arresting officer, who felt that the punishment of sending the boy to the Citizenship Training Group was too harsh. He had a likeable personality and as time went on became quite friendly with the leaders and showed a good sense of humor. Although he had a poor knowledge of the fundamentals of the games, he was enthusiastic and took an active part in them. He was good in swimming and seemed to enjoy this most. At times he had to be warned because of his loud and boisterous manner. In discussions he was attentive and took some part, although his contributions were never of much value. He did not seem to be a delinquent type of boy, and continued to maintain that he stole because the manager of the bowling alleys owed him money.

As a result of an investigation of the home, as well as observation of the boy at the Citizenship Training Group, it was recommended that he be placed on probation supervision and encouraged to continue his membership at the Burroughs Foundation. If he can be kept busy working and in wholesome recreation, rather than being interested in bowling alleys, he will probably not get into further trouble. He has obtained a part-time job and plans to go on a fishing boat this summer.

The father of this boy is a strict disciplinarian and the dominant figure in the home. However, he is away from home for long periods of time because of his work. Mrs. George appears to be an adequate mother and housekeeper in this home, which is run according to Old World standards.

At the Citizenship Training Group, the boy at first had to be disciplined because of his poor attitude. However, as time past, George became quite friendly with the leaders, took an active and enthusiastic part in the games, and did not seem to be a delinquent type of boy. By keeping the boy occupied and interested in wholesome recreation, the staff at the Citizenship Training Group feel that he will probably not get into further trouble.
Case 25

Jon DeRose, a tall fifteen-year-old boy, in good health, is in the eighth grade of the public school. He is failing in three major subjects and received a "C" in Conduct and an "E" in effort. In May he was excused by the school to go to work. According to the principal of the school, for three months prior to his discharge to go to work Jon made no effort and when spoken to became surly and used obscene language. His attendance was regular. His Intelligence Quotient is 60. Although in the eighth grade, he has the reading ability of a boy in the fifth grade. His arithmetic ability is that of a boy in the fourth grade, fourth month level. According to his mother, Jon is quiet, industrious and helpful about the home. Jon, like the other members of the family, does not attend church. He does not belong to any club.

He lives with his parents and a married sister in a crowded business and residential section of Boston. The home is clean, tidy and well furnished. Mr. DeRose, forty-two years of age and a native of Boston, is described as sober and industrious and a very good provider, having worked for the same concern for many years. He is a strict disciplinarian and is the dominant figure in the home. The father beats Jon severely for doing wrong. Mrs. DeRose, forty-one years of age and a native of Italy, is an illiterate and is in poor health because of an arthritic condition. There did not seem to be a very good spirit in the home, and there appears to be a lack of affection, especially on the father's part toward the boy. The father treats his son on an adult basis rather than a dependent child, requiring Jon to earn money for his own clothing and recreational needs. In the past, the family was known to a public agency for a few months.

As a result of a complaint of larceny of groceries from a neighborhood store, Jon was adjudged delinquent, given a suspended sentence to Shirley, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the Citizenship Training Group Jon was aggressive and resentful to authority. This, it was felt, was because of his home condition and his inability to get any satisfaction out of school. He felt that everyone was against him. This self-pity and excuse resulted in his becoming quite sneaky and unwilling to face responsibility. The habit of self-excuse and self-pity was obvious when he came to the Citizenship Training Group. Because of a
heart ailment he claimed he had he was excused from taking part in the gymnasium activities. He seemed to have an interest in woodworking and did well in the class. He remained aloof from the group and appeared to be unable to know how to mix in with a group of boys. Since he was excused in the eleventh week from attending the Citizenship Training Group he has been working in a theater, with definite tasks to do each day and has struck up a friendship with a police officer whom he likes very much.

It was recommended that Jon report to the Citizenship Training Group every week. He needs proper discipline and under supervision should be taught to carry out the conditions of his probation. His inability to mix in a social sense with other boys is not helpful to him, and he should be encouraged to attend the North Bennett Street Industrial School or the Burroughs Newsboys Foundation.

Conditions in the home of this boy were poor. The father is a strict disciplinarian and severelypunishes the boy for any wrongdoing. In addition, he treats Jon as an adult rather than as a dependent child by requiring him to earn his own money for clothes and for recreation. The mother is in poor health, due to an arthritic condition, and the spirit in the home does not appear to be good.

The boy's resentment to conditions at home is seen in his aggressive attitude at the Citizenship Training Group. Jon feels that everyone is against him, remains aloof from the other boys, and appears to be unable to mix in with the other boys. His self-pity and self-excuse seem to be the result of his insecurity and to make him unwilling to face responsibility.

Jon was excused from attending the final week of the program at the Citizenship Training Group when he secured work.

Case 26

Earl Ganges, a small thirteen-year-old boy, in good health, is in the eighth grade of the public schools. He is passing in all his subjects except English. He is not a
disciplinary problem, in fact, he is a monitor and his attendance is regular. His Intelligence Quotient is 86. Although he is in the eighth grade, his average reading ability is that of a boy in the fifth grade, third month level. His arithmetic ability is that of a boy in the fifth grade, first month level. According to his parents, he is lazy and does very little in the home except to read funny books. He is a Catholic but has not attended church for the past year. He belongs to the South End Boys' Club and attends there every evening, but his main interest is in the game room. He gets along well with the rest of the family.

He lives with his parents, six brothers and three sisters in a six-room apartment in a large apartment block in a crowded business section of Boston. The home is very clean, neat and well furnished. Mr. Ganges, forty-six years old and a native of Italy, earns $37 per week as a foundry worker. Several of the children are also employed, and the economic status of the family is very good. The father is the dominant figure in the home, and Italian is usually spoken in the home. He is reported to be a strict disciplinarian and conducts the home according to Old World standards. Whenever Earl stole, his father beat him so severely on each occasion that the mother had to intervene. Mrs. Ganges, forty-six years old and a native of Italy, appears to be an adequate mother and housekeeper. The family has been known in the past to various social agencies.

As a result of a complaint of breaking, entering and larceny of candy and cigarettes from a neighborhood grocery store, Earl was adjudged delinquent, placed on probation and ordered to attend the Citizenship Training Group the first twelve weeks of his probationary period.

At the Citizenship Training Group Earl was a weak-looking, shifty-eyed boy who was evasive to questioning and inclined to be self-excusing. He appeared to have an inferiority complex that prevented him from effectively participating in the group activities. In the gymnasium he showed little coordination and found it difficult to follow the exercises. His chief interest in athletics seemed to be in running, as he spent considerable time of the gymnasium period running around the track. He had only fair ability in any athletic games in which the group participated. In discussions, he took no part, but was always attentive and well behaved.

It was recommended that he be referred to the City Hospital for acne and his teeth. It was also recommended that he
...
have probation supervision and that he be encouraged to become a more active member of the South End Boys' Club. It was further recommended that an effort be made to get him a job at a camp for the summer, which would get him away from the city and the neighborhood, which seem to be contributing to his poor attitude and temptation to steal.

This boy's home is conducted according to Old World standards. His father is a strict disciplinarian and on several occasions beat the boy so severely that his mother had to intervene. However, Mrs. Ganges appears to be an adequate mother. In the past, the family has been known to various social agencies, but at present several of the children are working and the economic status of the family is very good.

At the Citizenship Training Group, Earl seemed to have an inferiority complex which prevented active and effective participation in group activities. He was evasive to questioning and was inclined to excuse his actions. However, in all his activities, he was attentive and well behaved.

Case 27

Warren Tonn, a fourteen-year-old boy, was brought before the court on a complaint of breaking and entering and larceny of ten dollars from a neighborhood restaurant. He was adjudged delinquent, given a suspended sentence to the Lyman School, and ordered to attend the Citizenship Training Group for the first twelve weeks of his probationary period.

At the time he appeared in Court, the boy had a broken leg. He was deferred from reporting to the Citizenship Training Group until he recovered. Later the boy came to the Citizenship Training Group. He was here but one day when he was excused from reporting because his mother needed his help at home.

As the boy attended the Citizenship Training Group but one day, no home or school visits were made. As a result, no recommendations were given.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this thesis of twenty-seven boys ordered to report to The Citizenship Training Group by the Boston Juvenile Court was to make a social study of these boys and their backgrounds and to determine what factors were prevalent in their behavior patterns.

Since one boy was at the Citizenship Training Group for one day only, data on him was too meager to include in the statistics. Therefore, the following is figured on the basis of twenty-six cases only. Of these cases, the ages ranged from twelve to sixteen years. Ten boys were fourteen years old; six, fifteen years old; five, thirteen years old; three, twelve years old; and two were sixteen years old.

The boys were adjudged delinquent for several offenses. Thirteen were arraigned on a charge of Larceny; five on Truancy complaints; five on Breaking, Entering, and Larceny; and one each on Stubbornness, for being a Runaway, and for Carrying an Unloaded Revolver.

The results of the psychological tests showed two of the boys to be of superior intelligence; fourteen to be of average intelligence; three to be dull normal; two to be borderline; and two to be mentally deficient. In three other cases, no tests were given. Three of the boys were in the special class; two were in the sixth grade; five were in the seventh grade; nine were in the eighth grade; three were in the ninth grade; and four were in the tenth grade. In school, twelve of these boys had good attendance; five had fair attendance; and nine had poor attendance.
Most of these boys were in good physical condition and had active, energetic interests, typical of boys in their age group. According to statements made by the boys, fourteen of them attended some club regularly; two attended irregularly; and ten did not attend any club. However, many of the boys who attended clubs took no active part in the programs but went there merely for the free movies.

In the matter of church attendance, according to statements made by the boys and their parents, sixteen of them attended regularly, while ten were irregular in their attendance. However, the authenticity of these statements depends on the connotation that the boys and their parents gave to the word "irregular". Then too many of the boys and their parents stated that the boys attended church regularly because they thought that this was the expected answer or response.

Fifteen of the boys came from families of four siblings or more, and sixteen were at the extreme scales of ages in relation to the other children in the family. Of these twenty-six cases, five had parents who were both foreign born; seven had one parent who was foreign born; and fourteen had parents who were native born.

In the above group, ten boys did not complete the required twelve weeks of training and guidance at the Citizenship Training Group. Four boys were placed by the Children's Aid Association because conditions in the home were unsatisfactory. Two boys were committed to the Middlesex County Training School because of their irregular and infrequent attendance at the Citizenship Training Group. One boy was committed to the Lyman Industrial School when he became involved in further trouble. Two boys were excused from completing the twelve
weeks because of their excellent records at the Citizenship Training Group. Then, one boy was given an additional period of six weeks because of his poor attitude and behavior at the Citizenship Training Group.

In a number of homes, the factor that was most predominant was a broken home—broken by the desertion of the father, by divorce, and subsequent remarriage of one parent and the rejection of the children by the first marriage. One boy had lived with his father because his mother was working and unable to care for him; another boy had a mother who had had two nervous breakdowns since the father's desertion; another had a mother who discussed the divorced father's unfaithfulness with the boy; another had a mother who was compelled to work late at night to support the family after the divorce of the parents; another had an immoral mother whose husband deserted her; still another had a mother who remarried after her divorce and left the boy with his grandmother, although the mother lived nearby. The above group represents six of the cases studied, and in these cases the broken home was a factor that tends to lessen parental control and to abandon adequate guidance and training. The absence of one or both parents threatened the security of the boy and resulted in rebellion against the home and against authority. The desire for new experience found its outlet in antisocial behavior where there was an apparent hope for recognition and approval.

Just as significant a factor was the psychologically broken home, where constant bickering impaired the personality development of the child. Disorganizing factors were found in a number of homes. In two cases both parents worked to secure economic stability. In one instance, the bickering and feeling between the parents was so bitter
that the father decided to obtain a divorce or legal separation. Two other boys had fathers who were in poor health and had little interest in their sons. Unfortunate life surroundings were the factors in five other cases. Two of the boys had immoral mothers; one, the mother of twelve children, was more interested in herself than in the children; the other mother had lived with the boy's father as his wife for four years prior to his divorce from his first wife. In three cases, drinking was the cause of turmoil in the home. One boy had a mother and stepfather who were constantly drinking and fighting between themselves; the other two boys had a mother and grandmother to shield them from their fathers, and so disrupted the family unit with divided loyalties that discipline seemed impossible. One consistent code of guidance gave way to two separate entities matched against each other and thereby created emotional conflicts for the boys. In three other cases, the boys had fathers who were either abusive or too strict and demanding of their sons' actions. The result in all cases was rebellion against the fathers and against all authority.

In all of the cases of a psychologically broken home, the quality of family life left much to be desired. Too much authority on one hand led to resentment, hostility, and rebellion. Too little authority bred overconfidence and led to a disregard of all authority. The above group represented sixteen of the cases studied, and in these cases the disorganizing factors tended to weaken parental control and disrupt the unity of family life.

Still another factor was the conflict between the behavior patterns decreed by the parents and those of the community. In four
cases the Old World culture of the parents was in variance with the culture the boys found in the neighborhood. The boys compared their homes and rules with those homes that were conducted according to American standards. As a result, the boys repudiated the teachings of their parents and in so doing rebelled against all authority. This group represented four of the cases studied.

Another factor in studies such as this is poverty. However, the records showed family incomes in so few cases that no opinion on the weight of this factor could be made. Since the majority of the families were working in defense work, at a time when wages were abnormally high, the writer feels that poverty was not an important factor in these cases.

Since its inception in 1899, the history of the juvenile court movement in the United States has made great progress in the care and protection of juvenile offenders. No longer are children tried in the same courts as hardened criminals and no longer are they being treated on an adult basis. By tempering mercy with justice in diagnosing and treating the individual case, the court considers the child in the light of his whole personality, his environment, and of the offense committed.

This reform spread to Massachusetts, when, in 1906, the Boston Juvenile Court was established. Here under the able direction and guidance of its first four justices, the court sought the cause of the delinquency through the use of psychiatric, medical, and social diagnoses. During the early years of this court, the idea prevailed that the court was a sympathetic and forgiving parent. However, as time passed, the
justices felt that the child should be made more aware of his own failings and of his responsibilities to society and to himself.

With this in mind and feeling that most delinquent boys were either poorly trained or untrained in their obligations to the community, Judge Perkins established the Citizenship Training Group in 1936. Here the nature and scope of the problem was studied and a program of treatment was outlined for each individual case. Thus, the boys were able to acquire the fundamental qualities of good citizenship and fair play to enable them to assume their rightful place in society.

In wartime the security of children is threatened, not only by the general atmosphere of tension, but by the actual dislocations and disintegrations of family life. In only one case of the twenty-seven that the writer studied did he find that a parent was employed in war work in another locality and home only on week-ends. This same case was the only one in which older brothers were in the service. From these observations the writer finds that there appears nothing more typical of this war year than of any other year.

But then, the question arises as to how the behavior patterns of these boys deviated from the behavior patterns of normal—those which is accepted in the community as normal—boys of the same age. The boy the community judges as normal is one who has adequate facilities for satisfactory outlets for his energies. These outlets may be settlement houses or clubs, with programs that attract boys because of their wholesome activities; they may be well conditioned athletic fields; they may be summer camps provided by a civic-minded community or by good public-spirited citizens; or they may be healthy, clean residential
areas. These are the bases for excellent preventative work in the battle against the rise in delinquency.

However, these cases of the twenty-seven boys revealed that about half of them attended no club. The answer to this appears to lie in the clubs. With active programs that will not only further the education of these boys but will attract and hold their interest, and programs ably directed and supervised by men of skill and experience, the incidents to delinquency can be minimized. With wider community spirit and interest aroused in building playgrounds and the clearing of slum areas, the facilities for wholesome recreation will be increased. Once the facilities are available and skillfully operated, the children will find in them a satisfactory outlet for their energies and will tend less toward delinquency.

Since the boys who attended the Citizenship Training Group were mostly from overcrowded business and poor residential areas, they did not have the facilities for expending their energies in wholesome activities. As a result, they were overcome by the new adventure of transgressing the law of society. In larceny, breaking and entering, truancy, and in various other antisocial manners, they sought an outlet for their energies. Thus, by their actions, their behavior deviated from the normal behavior of boys their own age.

In addition to recognizing how the behavior of a delinquent deviates from that of a normal boy, it is necessary to consider the causal factors contributing to this delinquency. Broken homes and disorganizing factors within the home leave no doubt that the
children will be more susceptible to delinquency traits and tendencies than boys who come from homes where such conditions do not exist. Homes where drunken parents are constantly bickering and quarreling; homes where there is immorality; homes where there are two codes of behavior and, as a result, divided loyalties; homes where there is illness and the neurotic demands of parents; homes where there is discipline that is too strict and demanding of the child are not conducive to good training and guidance. Then, in homes where there is a conflict between the cultural patterns of the Old World and those found in the American community, the personality development of the children is bound to be retarded. In all such cases the emotional development tends to suffer. Children cannot help feeling rejected because of the actions and behavior of their parents. As a result, they tend to become aggressive and even criminal.

It is evident that family home life should be more exemplary if the children are to be less susceptible to delinquency traits. By the same token, family demands should be flexible enough to allow changes when the individual norms conflict. If a parent expects his children to become good and useful citizens, it is first necessary that the parent set a good example. When children see good examples, they will follow them—for children are great imitators. Then the children who, in the formative stages of their development, are susceptible to both good and bad influences will be deterred from careers in delinquency and criminality in later years.

Approved

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APPENDIX

Schedule

Case Number

Name

Age

Charge

Religion

Health

Intelligence Quotient

School

a. Grade

School Achievement

a. Average Reading Ability
b. Average Arithmetic Ability

School Attendance - Excellent - Good - Fair - Bad

Church Attendance - Regular - Irregular

Clubs

Personality

Parentage

a. Foreign Born
b. Native Born

Family

a. Number in Family
b. Position in Family
c. Income
d. Known to Other Agencies

Recommended Treatment

a. Medical
b. Social

c. Personal

Evaluation

a. Attitude

b. Adjustment

Outcome