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A study of the background of the first twenty six girls admitted to the state training school for negro girls in North Carolina

Emma Louise Perry
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A STUDY OF THE BACKGROUND OF THE FIRST TWENTY-SIX GIRLS ADMITTED TO THE STATE TRAINING SCHOOL FOR NEGRO GIRLS IN NORTH CAROLINA

A THESIS
SUBMITTED TO THE FACULTY OF THE ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY

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ATLANTA, GEORGIA

JUNE 1945
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CHAPTER I

INTRODUCTION

For some time, there has been a need in North Carolina for an institution for delinquent Negro girls. This need was met recently when the State Training School for Negro Girls was established in Rocky Mount, North Carolina, in July, 1944. A study of the girls who have been sent to the school may be helpful in pointing to ways in which their needs may be met.

Purpose of Study

The study will consider some of the elements in the background of each of the first twenty-six girls committed to the School and will seek to determine the factors that were conducive to their ultimate commitment by the courts.

Scope of Study

The scope of this study will be limited to the first twenty-six girls entering the school from September 15, 1944, to January 15, 1945. At the present time, April 1, 1945, the total enrollment is thirty-two girls.

Method of Securing Data

The information for this study was secured from case records and from other documentary materials. Interviews were
held with the girls, their parents, and the staff members of the training school. Juvenile Court records and commitments were investigated. The information relating to each girl was carefully recorded for the study.
CHAPTER II

TREATMENT OF DELINQUENCY IN THE
UNITED STATES

Definition

The most important social unit is the family. Juvenile Court judges, probation and parole officers, and child workers agree that in the family lies the making or breaking down of the behavior of young people.

The future of man will in a large measure be determined by what our children are. A delinquent child is one over seven and under sixteen years of age who commits an act which, if committed by an adult, would be an offense punishable otherwise than by death or life imprisonment. He is one who is incorrigible, ungovernable, habitually disobedient, beyond the control of the parents or guardian, or one who is an habitual truant from school. Most of our laws differentiate between neglected and delinquent children. However, delinquency often grows out of neglect.¹

Justice Panken says:

The child who is neglected tends to become delinquent, but, it is not fair to charge such a child with delinquency. Delinquency is not classed as crime. An adult is not punishable for a crime he has committed unless at the time he committed it he knew the nature of the act and committed it intentionally. The child is not to the same degree chargeable because he is not yet able to distinguish right from wrong; or to appreciate the character of his act.²

²Ibid., p. 2.
Overprotection by the parents may lead to delinquency as well. Some wealthy children are delinquent. Thus, the delinquent child is the neglected child and the destitute child, even though his parents are not responsible for the destitution from which he suffers.

The child is definitely neglected if he does not have a happy home in which his emotional as well as his physical needs can be met. Any child who fails to experience the warmth of love and sympathy or who has his efforts toward self-expression constantly thwarted is likely to become a behavior problem. Most of the child's life centers in his family, and so any factor that interferes with his security leads to an emotional crisis which is not easily overcome.¹

Fathers who lose initiative in family affairs or who wish to domineer or to evade family life and mothers whose desires are not to nourish life and feeling in children but to absorb it tend to produce children who fill our hospitals and courts. The child, therefore, is a product of the social influence of his past and present.²

Historical Background

Historical records show that a great deal of thinking regarding juvenile delinquency was carried over England and put into practice in the United States. A young English criminal was punished by imprisonment and death. The early English laws held that a child ten or eleven could be as cunning as a child


²Eleanor and Sheldon Glueck, 500 Criminal Careers (New York, 1929), p. 269.
fourteen or fifteen, and he was punished accordingly. In England children were burned and hanged for commission of crimes. In the early days, American conditions were very similar. Children were hanged in the Plymouth Colony for various offenses such as assault, cursing parents, stubbornness, or disobedience.¹

Early in the nineteenth century, however, there was a general awakening to the wrong done to the many American children. As early as 1815 public opinion concerning the welfare of little beggars and vagabonds was expressed in the Saturday Evening Post. As late as 1820 boys were kept in penitentiaries with hardened criminals. In 1826 a boys' school was started in New York. In 1833 the Society for Prevention of Pauperism recommended in a "Report on The Penitentiary System in the United States" that a House of Refuge be established for juvenile delinquents. New York established the first reformatory for juvenile delinquents in the United States. It was called the House of Refuge. Institutions for young offenders were established in Pennsylvania in 1828 and in Massachusetts in 1847. Charles Loring Brace initiated another step forward in the care and placement of children in foster homes. In 1851 the New York Juvenile Asylum for Young Delinquents was opened.²

In 1899 the first juvenile court laws were drawn up and passed in Illinois. Until that time, children had been branded as criminals. Juvenile Court legislation spread over the country and children's hearings were held separately from those of

¹Henry Thurston, Concerning Juvenile Delinquency (New York, 1942), p. 68.
²Ibid., p. 97.
of adults. Everywhere, juvenile courts were hailed by those who saw the evils previously done to children. Separate and closed hearings, by interested, sympathetic judges were planned and carried out.¹

After the passage of the Juvenile Court laws, it was unlawful to keep children in jails pending their hearings. New York organized the first detention home in the United States in the early nineteenth century. By 1930 provisions for detention were carried on in 141 selected areas in all parts of the United States. Detention homes are specially planned to take care of juvenile delinquents while they await their hearings. Programs are planned, and treatment by trained workers actually takes place during the short time they are in detention.

In working with children the influence of the home almost always enters in the picture. There is a definite need to coordinate all agencies and community resources so that they may do a real service to the child both in preventative and curative or correctional efforts.

¹Ibid., pp. 110-116.
CHAPTER III

DELINQUENCY IN NORTH CAROLINA

Dr. Wiley B. Sanders, of the University of North Carolina, presents the following picture of delinquency in North Carolina in his study of The Negro child in North Carolina.

Negro children, comprising 31 per cent of the children of Juvenile Court age in North Carolina, made up 44.1 per cent of all the delinquency cases and only 22.4 per cent of dependency cases and neglect cases. White children, comprising 69 per cent of all children of Juvenile Court age in North Carolina, represented 55.9 per cent of all delinquency cases and 77.6 per cent of all cases of dependency and neglect. Thus Negroes seemed to have more than their share of delinquency cases and less of dependency. When the defective and dangerous environmental conditions under which Negro children are reared are studied, the reason for the high proportion of delinquency can be seen. There were 355 negro children in two orphan homes in North Carolina and 4,528 white children in 28 orphan homes in North Carolina in 1930.¹

The Efland Home

The North Carolina Industrial School for Negro Girls was established in 1925 at Efland, North Carolina, under the auspices of the Federation of Negro Women's Clubs of North Carolina.

In 1927 the general assembly of North Carolina appropriated $2,000 to supplement the annual maintenance contributed by the Club Women.1

The purpose of the Industrial School for Negro Girls was to accept girls between fourteen and sixteen years of age who had been committed by the Juvenile Courts for correction, re-training, and rehabilitation. The institution had a capacity of eighteen to twenty children. The staff consisted of a superintendent who was in charge of the school. She had no special training in social work, or experience in administration of an institution for delinquents. The assistant superintendent had teaching experience and carried the responsibility of the school work. A farmer who lived near by worked by the day as farmer and general handy man. The plant was a one-story frame cottage. The building housed the dining room, kitchen, school room, and living quarters for both the girls and officers. The water was pumped and light was supplied from a Delco Light System. A small farm furnished vegetables and fruits. Pigs, chickens, and a cow were kept.

The report of North Carolina State Board of Charities and Public Welfare for the period from July, 1926, to June, 1928, shows that during this time, of eighteen girls at the institution, one girl was placed in a family home, three girls were returned to parents or relatives, and seven girls ran away. An effort was made by the staff to train the girls and to place some who were trained in homes or out in service with families in the surrounding community.

1Ibid., p. 69.
Medical care, hospitalization, Wasserman tests, other tests, and treatment of the girls were provided by the Lincoln Hospital in Durham, North Carolina. The bills were paid by the school.

In 1927 the heavy indebtedness of the Efland Home, the lack of operating funds, and the inadequate facilities led to its closing. The Efland Home did a remarkable work as far as was possible with limited finance and facilities, but the Federation Club women could not continue to finance the project. In addition, they believed such an institution should be operated by the state if it was ever to become a center for the scientific retraining, rehabilitation, and education of the delinquent Negro Girls.

With the closing of the school, the delinquent Negro Girls were placed in foster homes and detention homes. Others were sent to jails. The undesirable factors growing out of these conditions made the need for a training school even more pronounced. The girls were exposed to older and hardened criminals in the jails. Some were placed in any home that would take them and were exploited. So, from time to time both the Negro and White Club Women made efforts to interest the legislature in reopening the Efland Home or in establishing a new one.¹

¹Ibid., pp. 52-61.
CHAPTER IV

THE DEVELOPMENT OF THE STATE TRAINING SCHOOL
FOR NEGRO GIRLS

In July, 1944, the State Training School for Negro Girls was established and opened at a temporary location (the old N. Y. A. Center) in Rocky Mount, North Carolina. To date, no permanent location has been selected. However, the General Assembly has appropriated $168,000 to be used for building a permanent plant.

The purpose of the State Training School for Negro Girls as set forth by North Carolina law was to care for any delinquent Negro girl under the age of sixteen years committed by any juvenile court. The school is maintained entirely by state appropriations. However, the Club women and other interested groups and individuals contribute generously from time to time.

Plant and Equipment

There are seven buildings: the administration building, the infirmary, the dining room, the kitchen and laundry, the education building, two cottages, and a building used for storage and workshop. These buildings accommodate a maximum of fifty girls and ten staff members. Each of the two cottages is equipped with a large recreation or living room. The dormitory system is used, but each girl has her own dresser, clothes closet, and bed. A house counselor lives at the end of each corridor where she has her own room and a small office equipped with a telephone. An entire corridor of one of the cottages is
used for disciplinary purposes. In this corridor are four mediation rooms where girls may be completely isolated, and the living quarters of a second house counselor.

The school, or educational building, is located between the two cottages. It has five classrooms including an art room and a sewing room equipped with twelve sewing machines. The Charlotte Hawkins Brown Library and the educational director's office are also located in this building. One of the spacious bath rooms is now being remodeled into a modern beauty parlor, and it is hoped that a beauty course may be offered in the near future.

The infirmary is located on the north end of the campus. The living quarters of a full-time nurse and dietitian are in this building. The infirmary also serves as a reception center for the new girls. They remain there for a period of two weeks, where they are kept under close observation by the nurse and doctor. While there, the girls are thoroughly examined and become acquainted with the rules and regulations of the school. After this period they are sent to their various places in the cottages. The infirmary has a modern, fully equipped examining room and separate facilities for staff and students. The regular examination day is Thursday, but the local visiting physician is available whenever needed.

The spacious kitchen and dining room are located in another building on the southern end of the campus. The dining room is located and arranged so that it can also be used for assembly, recreation, dancing, and other purposes. Much use is made of this room. The kitchen is equipped with two large coal ranges, an electric dish washer, a flour and cereal bin, and two large
work tables. There are two pantries and two large built-in electric refrigerators. The laundry is located in a wing of the same building. The laundry work is all done by the girls by hand under the supervision of a staff member.

Staff and Their Duties

There are fourteen members on the staff including the superintendent. The superintendent in charge has had special training in social work and in the field of administration of institutions for delinquents for several years. With the exception of four, all staff members live on the campus. The staff includes a trained educational director, a case worker, a registered nurse, a home economist, a dietitian, a utility man, three house counselors, a secretary, a night watchman, a physician, and a dentist. The educational director is really the principal of the school. Most of her time is devoted to formulating and setting up the school or academic program. She is also a full-time teacher.

The case worker is in charge of all case work activities with the girls. Also, she carries a part-time recreational and club program with the girls.

A full-time registered nurse is employed and has complete charge of the infirmary and health of the staff and girls. She teaches classes in health, and plans are being made for the nurse to teach courses in home nursing.

The very efficient and well-trained home economist is a full-time teacher. She teaches classes in sewing, cooking, art,
and home making. She is responsible to the educational director for the vocational program.

A trained dietitian plans meals and trains small groups of girls to cook in large quantities and help in the kitchen and dining room. Aside from her training, the dietitian has had wide and varied experiences in institutional work.

The utility man serves as carpenter, gardner, and general handy-man.

There are three house counselors. Each counselor has charge of a corridor and is responsible for the girls in her corridor. One home counselor is a part-time teacher. Another supervises the laundry work; all three house counselors have had training and teaching experience.

The secretary does the general office work and acts as office assistant and receptionist.

The night watchman is responsible for guarding the property and acting as handy-man if needed during the night.

The local physicians of the city have agreed to serve the institution for periods of three months each. They give examinations and work hand in hand with the nurse.

The local dentists work the same way as the physicians. In this way full-time medical services are insured at all times.

Policies and Programs

A complete social history, court commitment, information sheet, and health certificate, including a Wasserman test, are sent to the school before the arrival of a child. If the child
has no venereal disease, is not sixteen years of age or over, and is not pregnant, she is admitted. If she is rejected and reasons for rejection can be remedied, she may be accepted afterwards.

On entering, the child is interviewed by the superintendent and case worker. She is then sent to the infirmary where she remains for a period of two weeks. All interviews are written up and kept in individual folders. Each child has a very detailed record.

Stanford Binet Achievement Test is given through the educational department. At the same time, plans are made for psychological and psychiatric tests through the Psychological Department of the Department of Public Welfare. The activities of the school include school and outside assignments, stressing home making and satisfactory domestic services. Cultural and recreational activities, both on the campus and in the community, are included in the program. The public librarian comes in once a week to give instructions to the girls on the library and its uses and to work with the library club.

The day begins at six o'clock when the girls arise and get their cottages and themselves tidy. Breakfast is at seven o'clock. After breakfast, the rest of the morning is used to do the work. The staff and girls work in the vegetable and flower gardens, on the lawns, and do the laundry or any other work that is to be done. Lunch is at noon. There is a recreational period from twelve-thirty to one o'clock. At that time school begins, and it lasts until four o'clock. There is a
free recreational period from four o'clock to four-thirty and then preparation for dinner, which is at five o'clock. After dinner there is another recreational and rest period. Wednesday night is club night. The girls gather in their various club groups for a weekly meeting and a night of enjoyment. Each girl is allowed to attend the club of her choice from among the Health Club, Dance Club, Art Club, Personality and Charm Club, Dramatic Club, and Hobby Club. Clubs are not compulsory, but every girl chooses a club or clubs. The girls go to bed each night at eight o'clock, with the exception of the nights that they are taken out into the community for various activities. Special efforts are made to make the training school a center for scientific retraining and education of juvenile delinquents by the scientific planning and setting up of a far-reaching program that will be of value throughout the state.
CHAPTER V

BACKGROUND OF DELINQUENT GIRLS STUDIED

It is difficult to classify the charges brought against the children by the courts. There is no criminal code for children defined by North Carolina law as is true in case of adult offenders. Since the Juvenile Court attempts to be preventive as well as remedial in character, a child who has committed no offense may be committed by a court.

TABLE 1

FREQUENCY OF OFFENSES OF TWENTY-SIX GIRLS STUDIED

<table>
<thead>
<tr>
<th>Offense</th>
<th>Frequency of Offense</th>
<th>Number of times in Court</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
<tr>
<td>Petty Stealing-Larceny</td>
<td>12</td>
<td>23.1</td>
</tr>
<tr>
<td>Delinquency</td>
<td>8</td>
<td>15.4</td>
</tr>
<tr>
<td>Fighting</td>
<td>8</td>
<td>15.4</td>
</tr>
<tr>
<td>Sex Offense</td>
<td>7</td>
<td>13.5</td>
</tr>
<tr>
<td>Probation</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>Unruly</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>Neglect of Baby</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>Forcible Trespass</td>
<td>1</td>
<td>1.9</td>
</tr>
</tbody>
</table>

The terms used in Table 1 are used on the basis of reports submitted by juvenile courts. The most frequent charge on which the girls were sent to the training school was larceny. The next most frequent charges were delinquency and fighting. Sex offenses were 13.5 per cent of the total cases studied.

TABLE 2

AGES OF THE TWENTY-SIX GIRLS STUDIED

<table>
<thead>
<tr>
<th>Ages</th>
<th>Number of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2 shows the age distribution of the first twenty-six girls to enter the State Training School for delinquent girls. The ages ranged from ten to sixteen and almost half of the girls were fifteen years of age. Fourteen was the next highest age bracket represented.

TABLE 3

GRADES COMPLETED BY TWENTY-SIX GIRLS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<tr>
<td>5</td>
<td>10</td>
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<td>6</td>
<td>4</td>
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<td>2</td>
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<tr>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

Next to the home, the school is the most potent force in the formation of a person's attitudes and interests. ¹

¹T. Earl Sullenger, Social Determinants in Juvenile Delinquency (New York, 1936), P. 95
Table 3 shows that the children varied from the fourth to the tenth grades. Ten of the cases studied were in the fifth grade in school.

Early parental supervision during the formative period of a child's life is especially important. This is a period when not only material needs but certain fundamental emotional needs of affection that are so important to the life and personality of every child should be met. If he is to be a rounded-out personality, the child's "wishes," as expressed by W. I. Thomas, must be satisfied. The weakening of family ties and standards of living during the last decade has accentuated the need of public agencies to step in and try to remedy or solve child problems and prevent further damage from adding to the seriousness of these problems.

\begin{table}
\centering
\caption{PARENTAL SUPERVISION OF GIRLS STUDIED}
\begin{tabular}{l|c}
\hline
Living with & Number of Families \\
\hline
Total & 26 \\
Father & 7 \\
Mother & 11 \\
Other & 8 \\
\hline
\end{tabular}
\end{table}

The table above shows that most of the homes of the girls studied were broken. Desertion, separation, divorce, or illegitimacy were among the causes. Only seven out of twenty-six cases studied lived with both parents. Eleven lived with their mothers.

\footnote{W. I. and D. S. Thomas, \textit{The Child in America} (New York, 1928), pp. 24–58.}
only. In five cases the mother had to leave the child unsupervised and go out to work. Two received Aid to Dependent Children, two were ill and unemployable, and one did not work at all. Only one was financially able to stay at home and give limited supervision.

Economic Status

In eighteen of the twenty-six cases studied, salaries, wages, and incomes were very low and the mother had to work outside the home to supplement the income. In four cases the mother and oldest children were the chief breadwinners until the mother was taken ill. Two families were totally dependent on the public welfare. One was unemployed and was also totally dependent on public relief. The highest number of delinquent children, as shown by the study, came from homes in which the mother was the chief breadwinner and had to go out, leaving the children alone and unsupervised.

Health

The general health of the twenty-six girls studied was fair. All of the girls studied had had measles, whooping cough, and chicken pox. Examination showed that six needed tonsillectomies, and one needed an appendectomy. One girl was extremely nearsighted, and it was recommended that she be sent to the school for the blind. Three of the twenty-six had venereal disease and were detained at the rapid treatment center in Charlotte, North Carolina. After periods of two to four weeks at the center, they were sent to the Training School. Of this group, one girl had had diphtheria, and one had had scarlet fever. There were no
other serious defects or physical handicaps among the group. Provisions are made to take care of all minor illness in the infirmary. Emergencies and major operations are taken care of at the local hospital.

Dental care is a part of the health program of the school. Of the twenty-six girls, twenty had their teeth cleaned. Nine girls had extractions. Six girls had teeth filled. Six girls had perfect sets of teeth and five girls had extractions and fillings.

Neighborhood

Twenty-one of the twenty-six girls studied lived in substandard neighborhoods under substandard conditions. Twelve girls lived in marginal neighborhoods; that is, the neighborhoods were approaching dilapidation. Among these twelve, seven belonged to some church in the community. Three belonged to the church and availed themselves of the services of the community center. Two belonged to the church and attended the community center and at least two other civic clubs. Two girls lived in alleys where there was a community privy and the home had only one faucet which was outside and which furnished the running water. Neither home had electric lights, radio, or any other advantages. Each of these homes had only two rooms and averaged more than four people a room. There are no recreational or cultural advantages in these neighborhoods, and the families did not take part in any community activities.

Of the twenty-six girls, five lived comfortably in decent homes and in neighborhoods where there were churches, schools, playgrounds, and a community center and theatre.
Of the twenty-six cases studied, it was found that the parents, or immediate relatives of more than half, had court records or had served jail and road sentences. The average grade completed by the fathers was the fourth grade. The average grade completed by the mothers was the seventh grade. A few went as high as ninth grade, while a few others never attended school.

Substandard housing, lack of education, lack of recreational and cultural advantages, over-crowded living conditions, and failure of parents to meet the fundamental needs of the children led to the various forms of delinquency of the twenty-six girls studied.
CHAPTER VI

CASES STUDIED OF FIVE DELINQUENT GIRLS

The following five cases represent a cross section of the kinds of problems received and treated at the State Training School for Negro Girls. Four of the girls are still at the training school. One girl, over sixteen years of age, is in the Women's Prison. Since she is over sixteen years, she is no longer under the jurisdiction of the Juvenile Courts of North Carolina.

Case 1

Betty, age 15, is the mother of 7 months old twins. She was brought before the Juvenile Court, December 12, 1944, and was charged with being delinquent and neglecting her children. The alleged father of the twins is in the Army and was at one time stationed at a camp near her home. They met at a local U. S. O. and later became intimate. Betty became the mother of the twins. Soon after the conception the father was moved to another camp in the Deep South and later to Europe. He learned about the twins through a case worker and has sent small sums of money from time to time.

After their birth the mother became a frequent visitor at the U. S. O. and other places of amusement. She states that she wanted some amusement and left the babies with her family. It was at this time that she was brought to the attention of the county Juvenile Court.

Family History

Betty's father has a grammar school education. He is employed at a dye plant as a handy-man. He suffers from a condition of the prostate gland. He has little patience. At times he has ordered Betty from the home, and other times, when she went out without his permission, he has refused to let her in upon her return. He provides food and shelter but accepts no other responsibility. Of all of his five children, his hopes were in Betty who in his esti-
mation has failed him. The father has had several business failures and lost his home and other property during the depression.

Betty's mother was formerly a public school teacher.

She is nervous but is intelligent and offers her family companionship. She also takes most of the responsibility for the rearing of the children. She has been sympathetic with her husband's failure and Betty's misfortune.

Child's History

Betty is a normal child. Her mother was physically well during nine months of pregnancy. She nursed the baby at regular hours. The baby gained control of bladder and talked when a year old.

From childhood, Betty was found to be very intelligent. She liked her home and was always quite helpful. Betty completed the eighth grade at the age of eleven. Her mother, feeling she was too young for high school, requested that she be detained in the eighth grade another year. At 12 she entered high school, and an immediate change took place in her conduct and attitude toward home. Plans were started to place her in a boarding school out of the state, but before they were completed, Betty became pregnant and had to leave school.

The family has lived in only two homes. Both communities are good and easily accessible to school, churches, and other recreational and cultural centers.

The parents are affectionate toward each other, but there seems to be a general misunderstanding between the father and the children. There is a close tie between the siblings. They are loving and tolerant toward each other, especially toward Betty.

Probable Cause of Delinquency & Treatment

Delinquency was probably caused by disharmony in home and failure of father to understand and accept responsibility for rearing of children. Betty's desire to be patriotic and to share in amusement with others of her age also contributed to her delinquency.

Betty was committed to the State Training School for Negro Girls where she will finish her school work. In addition,
plans are being made for her to receive some training that will enable her to care for herself and the twins decently upon her return. She likes beauty culture and is very anxious to do what she can to make up for the mistakes she has made. She loves the twins very deeply and is anxious to resume her responsibility for them.

Case 2

This is the case of Ina Mae, age 10. She became known to the County Court Welfare Department as a behavior problem years before her commitment to the State Training School for Negro Girls. Her mother stated that the girl often ran away from home, sometimes staying for several days. She also made up and told all sorts of fantastic stories about anything with which she came in contact, her mother stated. On January 2, 1945, Ina Mae was brought before the court for breaking, entering and larceny and was committed to the School. Ina is in the fourth grade and is an average student. She was well liked by teachers and pupils and got along well with the group. Ina is an illegitimate child and lives with her mother, who is a rather unstable person. One brother, age 15, also lives in the home. The other brother is in the Training School for Boys.

Family History

All of the grandparents of Ina Mae are deceased. The maternal grandfather was a drunkard, and the grandmother took the responsibility of rearing the family. Nothing is known of the paternal grandparents. Ina Mae's parents were not married, but her mother had once been married. The husband deserted her in 1936. She later lived with another man and bore two children, John and Ina Mae. The mother is 49 years of age and has had affairs with several men right in the home with her children since her husband deserted her.

Child's History

Ina Mae was a normal 9 months baby and weighed 7½ pounds at birth. She nursed for about 6 months
and was bottle fed for the next 18 months. She talked at 6 months and walked at 14 months. She has no deformities. She suffers from enuresis and cries in her sleep. It was suspected that she has a stomach ailment, but a medical examination did not confirm this. There is no close relationship or tie between mother and children. They are allowed to run free on the street without any supervision from the mother or anyone else.

The family lives in a three-room house in an alley in a very run-down section of the town. The neighborhood and family influence have not been good. The children have been exposed to all sorts of vice since babyhood. There has never been any training or regularity about anything in the home.

Probable Cause of Delinquency and Treatment

Both the home and the neighborhood have contributed greatly to Ina's delinquency. There has been no supervision or training of any kind from her mother.

At the State Training School for Negro Girls, Ina Mae will continue her education and receive vocational training that will be valuable to her later. It was important that change of environment be made before development of more serious problems. The child will remain at the School until she is sufficiently trained to fit into society and to maintain herself independently.

Case 3

Ella was arrested and charged with the theft of a watch valued at $40.00. Since she was 16 years of age, she was sentenced to jail for two years. Execution of sentence was suspended, and she was placed on probation for three years. Later she was sent to the State Training School for Negro Girls since it was felt she needed institutional supervision. Ella did not adjust herself to the institution. She ran away three times and was brought back. The second time she ran away, she got a job as maid. She threw out butter,
stole clothing, and otherwise proved unsatisfactory. The third time Ella ran away, she left her boyfriend and was taken to jail. Because of previous offenses, Ella was sentenced to six months at the women's prison where she is now serving her time.

Family History

Ella's parents are employed in defense work. Both parents are illiterate but appear to have average intelligence and ability and are considered trustworthy. They have nine children, all of whom are living. Only one has a court record. A brother was arrested for the theft of a bicycle but was found not guilty. Because of the large family and low income, the mother found it necessary to supplement her husband's income by working out of the home, thus leaving the children with limited supervision during the formative years. Parents seem to have little capacity for creating normal home life for the family.

Child's History

Child was a normal nine months baby. Mother was well during pregnancy, and birth was normal. Her teeth appeared at 4 months, and she walked at one year. She became incorrigible at puberty, began to play truant, and had no interest in school. She became a sex delinquent at 13, and the mother of an illegitimate child at 14. She has assumed no responsibility for the child who is kept by the mother. She was severely beaten for her sex activities by parents who always resorted to corporal punishment and made no effort to secure assistance from any social agency in meeting problems. The girl became a more serious problem after the birth of her child. She left home to live with another man. Efforts were made by the case worker to have Ella join her parents, but she refused to be guided by any suggestions.

The mother is aggressive and nags. Both parents have beaten the girl brutally, and Ella has no respect for either of them. The mother has shown a different attitude towards Ella's sister who is well behaved. This fact has widened the breach between Ella's parents and children. There is no close tie in the home.

Family lives in a six-room house in a poor but respectable neighborhood. The house is poorly kept,
and the situation is one of dirt and drabness. The home is situated near the school and church, but it has no contact with social agencies.

Probable Cause of Delinquency and Treatment

Delinquency was probably due to lack of supervision during formative years. The attitude of parents, corporal punishment, and poverty were also factors contributing to Ella’s delinquency.

An effort was made to help Ella adjust herself to the State Training School for Negro Girls, but she would not cooperate. Because of her age, she was no longer under the jurisdiction of the Juvenile Court. She was sentenced and sent to Prison by the State Superior Court. Case was closed 11-22-44.

Case 4

Vivian J. became known to agency when she was only twelve years of age. She entered school when 8 years old and immediately became a truant. However by the age of 12 she did get to the sixth grade. She left home to live with William K as his wife. She was apprehended several times for fighting. On September 27, 1944, Vivian was brought into court and charged with assault on another girl with a deadly weapon. She was committed to the Training School.

Family History

The father was third of four children. He had never attended school, but he was always gainfully employed. In 1941 he deserted his family and later left town for an unknown destination. The mother
was gainfully employed until April, 1942, when she deserted her children, leaving them alone in the home. Her mother and father deserted each other and their five children, leaving them homeless and unsupervised. Neither parent sent any support of any kind.

Child's History

Nothing is known of Vivian's early development and training. She seems to be normal. Vivian began presenting behavior problems at the age of 12 years, at which time she became a truant and frequently told lies. She often ran away from home, fought, and engaged in sex relations. Later she lived with William K., saying she was married. Removal to foster homes did not have much effect on Vivian. She finally was brought to Training School and, after running away three times, has made an adjustment.

Both parents deserted the home and children. The eldest girl moved with paternal uncle, taking the children with her, and a strong tie of love exists between them.

The family lived in a three-room house in a very undesirable neighborhood. There were no cultural opportunities, and the children were exposed to many undesirable things.

Probable Cause of Delinquency and Treatment

Vivian's delinquency is mainly the result of a broken home, lack of supervision, and poor neighborhood surroundings.

Vivian was committed to the State Training School for Negro Girls where she will continue in school and will receive some training that will fit her for life. She is not interested in academic work, so vocational training will be emphasized. She will remain until she is capable of adjusting herself to her community and is able to make a decent living for herself.
Case 5

Amy B. became known to the agency in June, 1943, when she became so unruly that no one could manage her. She fought her mother and sister and, on one occasion, cut her brother very badly. After her father's death, she began drinking and would not go to school. When her mother attempted to correct her, she threw a glass jar at her and cut her hand very badly. Her younger sister, Sadie Mae, followed her example and was as unruly as Amy. When officers attempted to arrest the girls, they cursed and attempted to hit them with rocks. Both sisters were committed to the State Training School for Negro Girls.

Family History

The father died in 1940. He was employed and provided for his wife and children adequately. His parents live near the family and are people of good standing.

The mother's parents were tenant farmers. The mother is a reliable person. She receives money from Social Security benefits and from her husband's Old Age and Survivor Insurance. She also receives an allotment from her son who is in the U. S. Army. She is a good manager and is buying the house they live in, as well as the one next door. She did not have any trouble with Amy until after her husband's death in 1940. She tries to provide such cultural opportunities as books, a radio, school, and a home, but the children do not seem interested.

Child's History

Amy was a normal child. She had a normal birth, and the mother was well during pregnancy. She walked and teethered when she was a little over a year old. She gained control of her bladder at about 4 years. Amy often had temper tantrums in early childhood. After her father's death she began staying out late at night, fighting and drinking. She was committed to State Training School for Negro Girls where she is making a good adjustment.

There is a strong tie of affection between the mother and the children. The older children help
the mother to support the family. The mother shows no partiality to her children, according to case worker.

Mother is buying the home which is situated in a respectable neighborhood near the school, playground, and church.

Probable Cause of Delinquency and Treatment

Amy's delinquency is probably due to the broken home caused by death of her father. She has had a feeling of insecurity since the father has been out of the home. Also some of her actions may have been caused by a group of older girls with whom she kept company. Amy has been committed to State Training School for Negro Girls until adjustment can be made. She is receiving vocational and academic training to enable her to return to her home and community.

There is a need of parental education regarding the child's needs beyond the material things of life. The parents need a greater insight into the fundamental forces that determine the conduct and behavior of children.

A study of the cases of the five girls showed that delinquency was caused by: lack of parental supervision, broken homes, lack of parental sympathy and understanding, unwholesome environment, and lack of financial security. Many of the children's problems here studied were merely parts of family or general social problems and could not be isolated. There is a need for each community to set forth standards and forces
that will inspire a preventive and protective program and to insure each child the enriching experiences which are his birthright.
CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study has been to look into the background of the first twenty-six girls to enter State Training School for Negro Girls and to determine some of the factors that led to their delinquency. Contacts were made with parents and the communities from which the girls came in an effort to find out something of the background of each girl.

Negro children comprised 31.7 per cent of the child population of North Carolina in 1936 and were responsible for 44.1 per cent of delinquency cases.

The most frequent charge on which girls were sent to the Training School was larceny. The next most frequent charges were delinquency and fighting. Sex offenses were 13.5 per cent of the total cases studied.

Almost half of the twenty-six girls studied were fifteen years of age, and ten of the cases had only gone as far as the fifth grade. Seven of the twenty-six cases studied lived with both parents. Eleven lived with their mothers only. In four cases the mother had to leave children unsupervised. Two received public relief or Aid to Dependent Children. Two were entirely dependent on relief.

Twenty-one of the twenty-six girls lived in substandard neighborhoods. Twelve lived in marginal neighborhoods. All
except five lived in overcrowded conditions. These five lived in comfortable homes and neighborhoods.

It was found that in over half of the cases studied parents or immediate relatives had court records, or had served jail and road sentences.

The average grade completed by the father was the fourth grade; for the mothers, seventh grade. A few went as high as ninth grade, while a few never attended school.

From the study, it can be seen that much of the delinquency was caused by: lack of parental supervision, immorality in the home, substandard environment, inadequate family income, and wholesome family relationships.

These conditions cannot be corrected by mere punishment, by parents, or by courts. There is a need for further slum clearance. Low wages have forced mothers to leave their homes to work, and children have been left to shift for themselves during their formative years.

In the training school, the girls are constantly under supervision. They receive academic and vocational training. There is a full-time recreational program, and from time to time they go out into the surrounding community to attend athletic contests, church, movies, and other cultural events. They live in clean, comfortable, modern cottages and receive medical care when needed. There is plenty of nourishing food eaten at regular hours. Many of the girls have previously had no regularity or routine in their daily lives. They ran the streets at will and ate a sandwich or whatever they could find.
In order to solve child problems, we cannot be content with remedial measures. Children's workers need to affect the fundamental forces that determine conduct and the behavior of human beings.
APPENDIX

Name______________________________
Address___________________________ City_____ & County_____________________
Age_______ Birth date________________
School last attended________________________
Grades completed________________________
Date of commitment_______________________
By what court___________________________
Nature of offense________________________
No. of times___________________________
Nature of previous offense_______________
Mental condition_______________________ I. Q.________________
Physical condition_______________________ Defects_________
Other Tests____________________________
Father's name_________________________ Address__________________________
Mother's name_________________________ Address__________________________
Martial status___________________________
Number of Siblings_______________________
Relief status____________________________
Father's occupation____________________ Wages__________________________
Mother's occupation____________________ Wages__________________________
Head or chief breadwinner of family________________________
Grades completed by father________________
Grades completed by mother________________
Court records of Parents and Siblings in family________________
_______________________________
Nature of offense_______________________
Times in court__________________________
Type of Neighborhood___________________
Home ownership or rental

No. of rooms No. of occupants per room

Church Affiliation

Other clubs, etc., in County

"Reaction and attitude of Girl toward"

Parents

Police

Offenses committed

School (training, school, and instructors)

Incarceration

Companions

Others

Remarks
STATE OF NORTH CAROLINA.

IN THE JUVENILE COURT

_______________________ County. 19

STATE

PRO.

Now, on the ______ day of _____________ 19____ comes into court __________________________________________ who brings into court __________________________________________ a girl less than sixteen years of age, who is charged with ______________________, the said girl appearing by and with ______________________ who has legal custody of her; and the court after hearing the evidence and being fully advised in the premises, finds that it is to the best interests of the said girl and the community to commit her to the State Training School for Negro Girls.

It is therefore ordered by this court that the said girl ______________________ be hereby committed to the State Training School for Negro Girls, and the condition of such custody is that she shall remain in said institution to the end that the Trustees or other governing authorities may keep, restrain, and control her during her minority or until such a time as they shall deem proper to release and discharge her according to law.

This the ______ day of ______________________, 19____.

__________________________
JUDGE JUVENILE COURT.
INFORMATION SHEET

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<td>With whom living</td>
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<td>Place of birth</td>
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</tr>
<tr>
<td>Church affiliation</td>
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</tr>
<tr>
<td>Present grade in school or last school grade</td>
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MEMBERS OF HOUSEHOLD

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<tr>
<th>Full Name</th>
<th>Rel. to Child</th>
<th>Birth Date</th>
<th>Birth Place</th>
<th>Occupation(1)</th>
<th>Weekly Wage</th>
<th>Grade Reached</th>
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<tr>
<td>Children</td>
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Children away from home; other close relatives; grand-parents; uncles; aunts;(2)

<table>
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<tr>
<th>Full Name</th>
<th>Address</th>
<th>Rel. to Child</th>
<th>Birth Date</th>
<th>Death Date</th>
<th>Death Cause</th>
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<tbody>
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<td>1.</td>
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<tr>
<td>2.</td>
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Parental status at time of admission: Check. Father dead _Mother dead _Step-Father _Step-Mother _Seperated _Divorced _Foster Parents |

Military service of father: What war _Enlistment date _Place |

Serial No. _Discharge date _Place _Co. _Rank _Disability |

Compensation |

Social Agencies and Other References (3) | Service Given | Date Acting |
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</table>

Has child been placed away from home _Where _When |

Court Hearings Cause Date Disposition |
| | | | |

(1), (2), (3) See Social History Outline on Separate Form Attached.
SOCIAL HISTORY

Use narrative form. Specify sources of information. Although it is not advisable to depend entirely on family for information, both parents and child should be interviewed. Enclose reports of physical examination, mental examination if obtainable, and school report, which should be from school teacher. You may want to keep a copy of this social history for your files.

I. FAMILY HISTORY:

Grandparents: Paternal and maternal; give only outstanding factors which may affect the child.

Father, mother, step-parents, or foster-parents. A description, including education, occupation, intelligence, health, disposition, relationships with child, outstanding personality traits, and household responsibility. Indicate hopes, failures, handicaps.

Home Conditions and Influence: Social and cultural opportunities offered by the neighborhood, such as schools, churches, recreation facilities, frequent changes of residence, moral standards, cultural advantages of the immediate home, such as reading, music, etc. which of these do family use; what has family's contact been with social agencies, and what changes have been effected in their situation and personalities during this contact.

Brothers and Sisters: Give brief description of each in order of birth (specify place of child, including any outstanding personality traits, or disease with significant after-effects.

II. CHILD'S HISTORY:

Mother's attitude toward pregnancy; did both parents want child; was mother physically well; if not, give symptoms such as fainting, convulsions, nervousness, etc.

Labor: Length of time; instruments used; was child full-term; birth-weight; and difficulty of breathing at birth.

Nursing: Length of time nursed; enough milk with particulars as to flow; nurse regularly, or when cried; weaned at what time; with ease or difficulty; was bottle used, and for how long.

Growth: Age of walking, talking, first tooth; has he speech disabilities. Crippled or malformed, and to what degree, such as club-footedness, knocknees, bow-legs, stunted, badly proportioned, six-fingered or toed. Any constitutional abnormalities of eye or ear.

Diseases: Length of illness and how child felt about being sick; measles, whooping-cough, mumps, diphtheria, scarlet fever, encephalitis, meningitis, chicken-pox and other diseases common to children.
Operations or Accidents: Kind; what age; influence on child.

Habits: Appetite; regularity of meals. Sleep: number of hours, whether sleeping with another; nightmares; walk or talk in sleep; snore; fingernail-biting. Enuresis: has child gained control of bladder; if so, at what age. Masturbation: sex-play; when stopped; if continued, what methods have been used to correct those practices. Is an effort made to be childish, comical, etc.

Personality Traits: Note early beginnings and trace the development of behavior, including temper tantrums, lying, stealing, running away, staying out late, or all night, truancy, fighting, sex-delinquencies, etc. General disposition, response to affection cheerfulness, etc. What does the daily living in the home mean to the child; how does removal from this setting affect him; how is he affected by his relationship with his brothers and sisters; how is he affected by past experience.

Attitudes: Parents to each other; each to the child; siblings to the child; parents to siblings; any other member of family to child and child to them.

School History: Age began school; attendance; regular or irregular; reason for truancy; attitude toward teacher and classmates and vice versa. Do parents help with school work; has he a quiet place to study; any special ability or interests; grades repeated. If not in school give reason for leaving and age and grade at the time.

Recreation: What is child's interest in reading, games; his liking for mechanical things, pets, drawing, music, movies, etc. Does the child seek companionship or is he exclusive; with whom does he play, older or younger children; is he a member of a gang; if so, describe its activities and whether or not he is a leader. Do any of his companions have court records; does he attend a playground; what are the neighborhood facilities for recreation; does child use those.

Treatment: What period has treatments covered; include any institutional or boarding home placement with reaction of and to the child in each instance. How did this case reach the court; what action was taken. Has the child been in jail; how long. State the reason for commitment to a training school. Describe the actual offense for which committed; what explanation has child had about training school and how does he feel about coming; what is child's own explanation of his behavior.

Plan: The child will ultimately return to the community. Give your plan for the child and your idea of the training and vocational guidance the institution can give which would most likely serve in the child's future. Do you already have in mind with whom child should be placed when released.

Name of case worker who will be responsible for developing plans for the child's placement and supervision.
BIBLIOGRAPHY

Gluack, Eleanor & Shelton. A Study of 1,000 Delinquent Cases. Harvard University Press, 1936.

Unpublished Material