



A COMPARISON OF THE SOCIAL
ADJUSTMENTS OF CHILDREN FROM
BROKEN AND UNBROKEN HOMES

THESIS FOR THE DEGREE OF M. A.

Rose Matthews Potter

1932

THE918

Children
Family
Home

Sociology

A COMPARISON OF THE SOCIAL ADJUSTMENTS

OF CHILDREN FROM BROCK AND

WENTWORTH HOMES

(Data for Both Types of Homes Sketched from
Records of the Social Service Bureau
Lansing, Michigan)

By

ROSE MARION POTTER

A Thesis Submitted to the Graduate Faculty in

Partial Fulfillment for the Degree

of

MASTER OF ARTS

Department of Sociology

APPROVED

Edna Maynard
Head of Major Department

Emmet A. Berry
Dean of Graduate School

Michigan State College

1932

THESIS

TABLE

1. INTRODUCTION	1
2. THE PROBLEM	1
3. THE SOLUTION	1
4. THE CONCLUSION	1
5. THE APPENDIX	1
6. THE BIBLIOGRAPHY	1
7. THE INDEX	1
8. THE LIST OF FIGURES	1
9. THE LIST OF TABLES	1
10. THE LIST OF REFERENCES	1

ACKNOWLEDGMENTS

This thesis could not have been prepared without the opportunity to have had access to the records of the Social Service Bureau and the records of the Public Schools. For this privilege, I wish to extend my gratitude to Miss Ruth Bowen and her associates at the Social Service Bureau, also to Mr. J. W. Sexton, Superintendent of the Lansing Public Schools, Mrs. Tarnholm of the Board of Education, Mr. Aldinger and the Principals of the Junior and Senior High Schools, and the girls in the offices who helped me to understand the school records and assisted me in getting all records for me to study.

Many suggestions were freely given by my professors and for this kind assistance I am truly grateful.

Rose Matthews Potter

Chapter I

INTRODUCTION

"In spite of the exaggerated criticism of the family because of the wrong use of its power to influence the life of the child, there is general agreement that the child needs a father and a mother, and an affectionate father and mother." (1)

This study is based upon the hypothesis that when the home where there are children is broken, there is something in the cleavage which makes the social situation of the children such that they have greater difficulty in making social adjustments than the children do who come from unbroken homes.

In defining a broken home, it has been considered from the child's point of view, that is, a home is broken when the child is living in a home where one or both of the parents are not related to it by blood. For instance, a child may have a step-father and a natural mother or vice versa; or it may be living in a home where one or the other of the parents are missing due to death, desertion, repudiation, or imprisonment, or be in a foster or boarding home. It was thought the material on the broken home would not be very enlightening unless it could be compared with the unbroken home, that is, one where the child's parents are living and working together and maintaining a home for their children. This definition does not exclude the cases where

(1) Ernest K. Groves, 'The Drifting Home' p. 82

one of the parents has left the home temporarily for occupational or other reasons.

The term "unbroken" home was used instead of the term "normal" home for the writer has the conviction that as yet we do not know what constitutes a normal home. Often this term is used when in reality what the mind visualizes is the setting of an "ideal home" - a goal in home life which would be worthy of attainment.

Evidence that the broken home, where there are children, is of considerable social significance may be vouched for by those who come in close contact with children's activities. Teachers, social workers, and juvenile court judges are agreed that children from broken homes are more often problem children than the same percentage coming from unbroken homes. While the teachers interviewed had not made a definite study of the cases of problem children coming from broken homes and compared them with children coming from unbroken homes, they stated without hesitation that the broken home furnished more problem pupils than the unbroken home did. The maladjustment records of the school showed evidence of this. The records kept by juvenile courts and juvenile protective workers and social workers show that the broken home has a demoralizing influence, and has been substantiated by studies of the youthful offenders who have come into the juvenile court. Such

studies have been made by Clifford R. Shaw, a social worker
of Chicago,⁽²⁾ Charles Ellwood who studied children in thirty-
four reform schools,⁽³⁾ and Sheldon and Eleanor T. Glueck in
"500 Criminals in the Making and Unmaking."⁽⁴⁾

In order to learn how much work has been done in this field many books, magazines, and articles were sketched or read to throw as much light on the subject as possible, also to get the viewpoints of others. No one book was found that had been written on the "Broken Home" as such. Neither was there an entire chapter or an entire magazine article dealing with this theme in the material reviewed.

In order that the children from both broken and unbroken homes would represent similar and comparable social situations, it was decided to obtain permission from the Social Service Bureau of Lansing to use their case histories as a source for securing as much data as was possible from them. The fact that both types of families had come to the Social Service Bureau for help in settling some problem that they felt they could not adjust for themselves gave them at least one factor in common.

The face sheet of these records give instant information in regard to the name, address, nationality, age, religion, occupation, employers, relatives, and friends. The information written in the case histories is given in chronological

(2) "The Jack Roller"

(3) Eugene M. Bushong "Family Estrangement and Juvenile Delinquency" "Social Forces" Sept. 1926, pp. 79-83

(4) Pp. 116-118

order and in a condensed narrative style trying to preserve any description that will be an aid in showing the personality of the client. In fact, any information that relates to the client is kept in the history. Any correspondence carried on in connection with investigations is kept with the record and if the client happens to get his name in the papers, the clipping is also filed in its chronological order.

The information pertains to the investigation of two hundred twelve children from broken homes which represented sixty-eight families. There were two hundred fifty-nine children from the unbroken homes which represented fifty-six families. The ages range from birth until the individual was twenty-one years old. So permission was granted by the Superintendent of the Public Schools of Lansing to study the records of these children whose names had been secured from the Social Service Bureau. These records gave the names of the pupil's parents - address, occupation, the pupil's name, birth date, school transfers and the scholastic scores for each year the

As the physical and social factors of the community in which one lives has a part to play in one's sociality, a brief description of Lansing, its growth, institutions, and racial composition helps form the background for the cases studied in this project.

THE COMMUNITY BACKGROUND

Lansing is the capital of Michigan. It is located in the south central part of the state at the junction of the Red Cedar and Grand Rivers. These streams afforded the power of the city in embryo in 1837. The territory of the city is about equally divided on either side of the Grand River except for a triangle made by the "Y" as the Red Cedar and the Grand meet. The city now comprises eleven and one-half square miles. Lansing is on U. S. 16, a trunk line highway which was once called the Plank Road. It is also accommodated by four railroads. Lansing is about ninety miles north and west from Detroit and sixty-five from Grand Rapids which is west and north of Lansing. While it is located in a rich level agricultural section of the state there were no great natural resources, extraordinary water power or other important factors which were instrumental in the creating of a large city. Its automotive manufacturing activities were due to the fact that the inventor of the Reo automobile and the founder of the Oldsmobile Company were residents of the town.

In 1847 the site of the future capital was a dense forest. "So few were the white people at this place on the Fourth of July that the Indians had to be called in to help raise the Liberty Pole." (5)

So the city is young - not yet one hundred years old. Much of its populace has been made up from the farmers and

(5) Pamphlet - Michigan The Peninsular State (State Dept. of Agriculture, Herbert E. Powell, Commissioner)

their descendants who have moved "to town" from the surrounding territory. As the lumber activities of the North died out and the farm land of the North is mostly marginal, its occupants drifted to the manufacturing centers as the various industries began to make their call for more men. Lansing received its share of those who sought to better their financial status.

Prior to the year 1900 there was very little manufacturing here except what a modest little city of 16,000 and what the surrounding agricultural district might require to carry on their pursuits. The years when the Legislature met were years when the merchants expected to reap a "bumper crop," when the farmers planned on "polishing up" the reddest apples, and the farmer's wife wanted to make her "best butter." In the first years of the Twentieth Century, the Olds Motor Works and the Reo Motor Car Company began to build a few automobiles by hand, and other industries also began to spring up. (Of course the automotive industry was not the first industry in Lansing, but it was the one which made the biggest showing and most rapid development.) By 1910 more machinery was used in the manufacturing plants and a greater demand for outside labor was created so the population had increased ninety-three per cent, or had reached 31,738 in the first decade of the Twentieth Century. The next ten years showed more feverish expansion, the automotive industry being the largest in the city was working to capacity to meet the people's desires for quicker transportation. This naturally induced other manufacturers of related articles to move to this city to lessen the delivery

costs of the article they supplied to the construction of an automobile. The World War demands for military vehicles also had its influence on the growth of Lansing. By 1920 the population had increased slightly more than eighty per cent over the population figures of 1910, or was 57,327, and the last decade was not to be outdone by numbers though the percentage gain was less. Twenty-one thousand and ninety-eight persons came to Lansing between the years 1920 and 1930. This made a gain of thirty-eight per cent over the population data of 1920, or 78,425 people. This is the population within the city limits. Counting those who work in the city considering Lansing as their town, and living on the border of the city, comprising what is called Greater Lansing, the population would reach approximately ninety thousand. Some of this growth was due to natural increase, some to immigration, but mostly due to emigration from other states and other parts of the state.

The nativity of the population as given by the
1930 census:

Native white.....	86.1	per cent
Foreign born white.....	12.7	" "
Negroes.....	1.1	" "
Others.....	0.1	" "

The coming of the foreigners to the city has been so gradual that the assimilation has taken place without any difficulty. There are sections, however, where certain nationalities

have located fairly densely and might be spoken of as the Polish section of the city, or "that is where the Syrians live." That these neighborhoods have developed cannot be blamed on the foreigner but on the native born individual who is afraid to become acquainted with those who do not look, act, talk, and eat as he does.

The educational needs of the city are taken care of through the two Senior High Schools, three Junior High Schools, twenty-four Grammar schools, and seven Parochial schools. Some of the State Institutional Schools are also located within the city limits, as the Vocational School for Boys and the Michigan School for the Blind. Michigan State College is located at East Lansing, and Lansing has always had a great deal of pride in being adjacent to such a fine institution.

There are fifty-seven churches of at least twenty-seven different denominations to minister to the religious needs of the people. A fine Y.M.C.A. organization meets many of the needs of the young men, and a very fine new Y.W.C.C. organization helps to meet the needs of the young women and adolescent girls.

The Branch of the Michigan Children's Aid Society is effectively working all the time to help alleviate the sting caused by the broken home. It carefully supervises, advises and takes care of those children who are entrusted to its

care and it can be said with certainty that it has helped many children make their difficult social adjustment after their home was broken, and has also prevented many from falling into undesirable habits.

One only has to read some of the records of the Social Service Bureau to know that many children and parents have been given valuable encouragement in time of need, not only physical need but the intangible need where there are emotional and social conflicts that require adjustments to be made. The social workers have been able to advise and work with their clients so that it has been possible for them to understand their social situation and in a great many cases make satisfactory adjustments.

The type of homes are largely those of the working man. There are comparatively few squalid places and most of the homes have a "front and back yard" large enough to insure a certain per cent of privacy. Within recent years four "better" residential districts have developed.

Location of the broken homes are shown on a map on the following page; a red dot indicates the broken homes; a yellow dot, the unbroken home. The key to the map indicates the markings showing the classification of the different residential and business districts of the city. There were four

cases of the broken homes that lived east of the last street shown on the map and two unbroken homes.

Lansing has two daily newspapers, the leading one having a daily circulation of 43,264 and the other a daily circulation of 12,649.

There are three banks which have withstood the depression. Two large and well equipped hospitals are among its public institutions.

For outdoor recreation and rest there are several fine parks which together with the cemetery comprise an area of six hundred eleven acres. There are four municipal golf courses.

The case study, personal investigation, and schedule methods were used in carrying out this project. The case study method predominated. In order to obtain this information, much time was required in reading long records, many dating back as far as 1922 - not a paragraph of them could be omitted for that paragraph might have been just the one which held most important information. There was not a child's school record kept in the files of the Board of Education, three Junior High Schools and two High Schools that has not passed through the investigator's hands. The data of the records were classified by means of the schedule into twenty-two items, all of which have their use in making the analysis of the subject under consideration. The school material was also analyzed by means of a

schedule in order to provide a sound basis of comparison.

It is not presumed in this study that the broken home can be eliminated. There will always be the home broken by death and by maladjustment of parents. The matter under consideration is what are the individual and social consequences of the broken homes upon the children as far as it is possible to ascertain from such material as is obtainable at the present time.) No one can imagine the conflict and confusion the child has to struggle with in competing with this problem which is adverse to custom and tradition. Only having gone through with such an experience gives one a full understanding of what it means.

The work would be both more interesting and more valuable if we could look into the mental processes that take place in the individual's mind when he is going through the period of transition, or if each one could describe the sensations, feelings, and attitudes which he experienced in adapting himself to the changed situation. This has not been possible, however, so the material will be interpreted as objectively as possible in order that no prejudices will enter into the value of the study.

CHAPTER II

CHARACTERISTICS OF FAMILIES STUDIED

Perhaps the most noticeable thing that differentiates one person from another is his nationality. No doubt the difference is due to habits, traditions, customs, physical and social environment that have been transmitted to the succeeding generations from the earliest activities of clans and tribes to the present generations. It is significant to know the nationality of any group when making an analysis of social behavior.

As has been stated previously, Lansing is composed of a high percentage of American born citizens and in taking a random sample, by the Law of Probability, the higher percentage of families would be likely to be those of American descent. Of the sixty-eight broken families, fifty-eight of the fathers, or eighty-five per cent, were Americans; nine per cent of them were of foreign birth, and the nationality of six per cent was not mentioned. Fifty-eight of the mothers, or seventy-nine per cent were American born, four and one-half per cent were of foreign birth, and the nationality of the sixteen and one-half was not mentioned. Thus in this group it is evident that the American women marry foreign men more often than American men marry foreign women.

There were fifty-six unbroken homes studied, and of this group of fathers, forty-five, or eighty per cent were of

American birth; eighteen per cent were of foreign birth, and the nationality of two per cent was not given. Of the fifty-six mothers, forty-one, or seventy-three per cent were American born, eighteen per cent were foreign born and the nationality of the remaining seven per cent was not given.

Table I, p. 14 shows the wide range of nationality.

To make a comparison between the families of the broken and unbroken homes it was necessary to see in what characteristics they were alike and in which ones they differed. The division into which the characteristics were classified are nationality, age, size of family, religion, occupations, incomes, education, apparent mentality, and location of homes.

Table I. NATIONALITY OF THE PARENTS OF THE CHILDREN STUDIED

Nationality	58 Families <u>Broken Homes</u>		56 Families <u>Unbroken Homes</u>	
	Father;	Mother	Father;	Mother
American	58	54	45	41
English	0	0	2	0
German	0	0	1	1
Polish	0	0	3	4
Norwegian	2	1	0	0
French	0	0	2	1
Belgian	0	0	1	1
Austrian	0	0	0	1
Italian	1	0	0	0
Swiss	0	0	0	1
Croetian	1	1	0	0
Danish	0	0	0	1
Indian and American	1	0	0	0
Negro	1	1	1	1
Not given	4	11	1	4

When we come to the question of age, it is the "age-old problem" of getting the age of adults. There were many which were not given and strange as it may seem, it was the men's ages which were missing most frequently in the records. However, the few ages which were given may be more easily compared if Table II is used.

Table II. AGES OF PARENTS IN BROKEN AND UNBROKEN HOMES

		No. of							
		Cases	20-29:	30-39:	40-49:	50-59:	over 60:	Not Given	
Broken Homes:	58	:							
Father:		:	2	5	9	3	0		45
Mother:		:	5	8	4	0	0		38
.....									
Unbroken Homes	56	:							
Father:		:	3	6	5	2	1		39
Mother:		:	7	6	5	1	1		36

These are the ages of the parents when the first contact was made.

It may be said, however, that these are the ages given when the parents were first contacted and do not represent the ages of the group in any one specific year. The records from which these data were collected date back to 1922 and in some instances there are summaries of the cases which preceded this date. A fire destroyed the case histories in 1922, so some valuable information has been lost. There are some clients who have made only a few calls upon the Bureau for advice and

assistance and others who have continuously made regular calls for help of various sorts. There is one evidence that most of the parents were at least in their thirties, for the oldest child was usually in his or her teens before the family became known to the Society.

There was no difficulty in obtaining the ages of the children as the parents seemed rather proud to give these dates. These ages, too, are given as the age when the first contact was made. Only the children who are old enough to have a school record by January 1931 are considered in the analysis of the data. Before school age there was very little information concerning the small children in the Social Service records, and with none from school records there would be little information obtainable about the pre-school child. There was a total of two hundred twelve children from broken homes between the early ages and twenty-one; nine of them were not old enough to be in school to have a record by January 1931, therefore they are not included in the analysis of the data. From the unbroken homes there were two hundred fifty-nine children. Of this number there were twenty-seven who were too young to have a school record in January 1931, and therefore they are not considered in the analysis of the data.

The classification according to age for both broken and unbroken homes is shown in Table III. These data show that the children from the broken homes are older when they come in contact with the Social Service Bureau than those who come from the unbroken homes.

Table III. AGES OF CHILDREN IN BROKEN AND UNBROKEN HOMES

	No. of Cases	Age Periods					
		:0-4	:5-8	:9-11	:12-14	:15-17	:18-21
Broken Homes: 212	:						
Boys :	:(45)	: 21	: 13	:	21	: 11	: 6
Girls:	:	: 26	: 27	:	22	: 14	: 6
Total	212	: 45.	: 47	: 40	:	43	: 25 : 12
Unbroken Homes: 259	:						
Boys :	:(109)	: 34	: 11	:	7	: 6	: 5
Girls:	:	: 25	: 21	:	19	: 18	: 4
Total	: 259	:109	: 59	: 32	:	26	: 24 : 9

The sex of the children under school age for convenience sake was not separated. It will be observed that children living in the unbroken home situation are generally younger than those living in the broken home situation. It may be added here that the size of the family is larger in the unbroken home, averaging 4.8, while in the broken home it averages 3.1. Perhaps this difference of 1.7 children in the unbroken home may be of significance in finding a reason for their need of advice or service from the Society.

In investigating the records for the religious affiliation of these groups it is interesting to notice the wide variety of sects represented, and those who class themselves as just "Protestant." No doubt this group have never allied themselves with any church but hold a Protestant point of view. Table IV, page 18, gives a list of religious denominations and membership of both broken homes and unbroken homes. The percentage of church membership for each group being 34.8 per cent and 34.5

respectively. This is about 12 per cent lower than the church membership for the United States given as a whole as shown by Warren Thompson's book "Population Problems" (6) What the real significance of this low percentage of religious affiliation may be, cannot be determined in this study. That is not its object. However, it seems that it should be considered as indicative of the breaking down of the social customs, traditions, and standards which have been recognized as stabilizing forces in our society.

Table IV. RELIGIOUS AFFILIATION OF BROKEN AND UNBROKEN FAMILIES

Religions	Sixty-eight Broken Homes	Fifty-six Unbroken Homes
Methodists.....	5	5
Baptists.....	2	2
Congregational.....	0	1
Catholic.....	6	7
Lutheran.....	1	0
Salvation Army.....	3	2
Free Methodist.....	2	0
Pentecostal.....	1	0
Pilgrim Holiness.....	0	1
Adventist.....	1	1
Spiritualist.....	0	1
Christian Scientist.....	1	0
Protestant.....	34	26
Not given.....	9	12

The occupations of these groups are more numerous than their religions. Perhaps a little more grouping could have been done but it was thought that if the distinctions were left practically as the individual gave them, it would indicate or show

a self-consciousness that the person has toward his or her social status. A person feels that the type of work he or she does, gives him or her a certain class distinction. The expert machinist feels he is of a higher intellectual level than the man who runs an automatic machine. The housekeeper feels her work is higher type than that of the one who scrubs floors or does dishwashing for a living. Twenty-eight different occupations are listed in Table V, page 20. In a few instances men and women both work at the same type of work, as they say they do "factory work." There was one mother of the broken home group who worked in a factory at one time, and four of the unbroken group who had worked in the factory. The occupation which is most common is that of "factory worker." Then the occupations of laborer, housekeeper, and waitress come next. Where there are girls and boys old enough to work their occupations have been counted with those of the parents, if they have had a permanent job. Of the occupations listed it is evident that there are more factory workers than workers of any other group. As there are ninety-seven workers in the broken home class, thirty-nine per cent would be employed in factory work. Of the seventy-eight workers in the unbroken homes, forty-seven per cent were employed in factory work.

Perhaps a good reason for the higher per cent of factory workers coming from the unbroken home group is due to the predominance of female workers in the broken home group who

work at women's occupations, and there are also more older boys and girls coming from these homes.

Table V. OCCUPATIONS OF THE PARENTS OF THE CHILDREN FROM THE SIXTY-EIGHT BROKEN AND FIFTY-SIX UNBROKEN HOMES AND SHOWING APPROXIMATE PER CENTS

Occupations	Broken Homes	Per cent	Unbroken Homes	Per cent
Factory Worker.....	38.....	39.....	37.....	47
Laborer.....	11.....	11.....	8.....	9
Painter and Decorator...	2.....	2.....	5.....	6
Expert Machinist.....	0.....	0.....	3.....	4
Janitor.....	5.....	5.....	0.....	0
Carpenter.....	3.....	3.....	1.....	1
Pattern Maker.....	0.....	0.....	1.....	1
Mason and Plasterer.....	1.....	1.....	1.....	1
Salesman.....	1.....	1.....	6.....	8
Truck Transfer.....	3.....	3.....	1.....	1
Night Watchman.....	0.....	0.....	1.....	1
Acrobat.....	0.....	0.....	1.....	1
Plumber.....	1.....	1.....	0.....	0
Pie Shop.....	0.....	0.....	1.....	1
Junking.....	1.....	1.....	0.....	1
Boot-legger.....	2.....	2.....	0.....	0
Demonstration.....	1.....	1.....	0.....	0
Reporter.....	1.....	1.....	0.....	0
Lansing Fire Department			1.....	1
Presser (Dry Cleaner)....	1.....	1.....	0.....	0
Store Manager.....	1.....	1.....	0.....	0
Stenographer.....	5.....	5.....	1.....	1
Musician.....	1.....	0.....	0.....	0
Rooming house.....	2.....	2.....	0.....	0
Waitress.....	7.....	7.....	6.....	8
Housekeeper.....	7.....	7.....	0.....	0
Scrub Woman and Housework	1.....	1.....	4.....	5
Laundry.....	2.....	2.....	0.....	0

Total No. Workers	97.....	100.....	78.....	100
-------------------	---------	----------	---------	-----

Closely related to the subject of occupation is the subject of income. There are some instances where the rates are given per hour, day, week, and month, but these figures are not of much significance in trying to get at a yearly income as the date when the wages were paid is not always given. In most instances the income is irregular. This may be due to a man being a poor worker and losing his job frequently or because of the management of the present industrial system.

There is practically no data given for the extent of education attained by the parents. In some instances the social worker expressed her opinion in regard to the apparent mentality of some of the individuals but progress in school was not specifically mentioned. In the broken homes there were eight cases where the mothers were spoken of as being mentally deficient, sub-normal or epileptic, and four fathers in this group were, in their opinion, mentally deficient. In the unbroken homes there were two persons whose schooling was mentioned; one had completed the sixth grade and the other quit school in the eleventh grade. Seven mothers in this group were classed as "below normal" intelligence. Information was given for only two of the fathers. One had completed the eighth grade and the other was an epileptic. Perhaps the best index to the amount of education and mentality these

parents had is the type of occupations they follow. In general the occupations indicate that their education is very mediocre.

The type of house, its furnishings, and the neighborhood from which an individual comes, or in which he lives, bears a relationship to his social behavior. Consequently, a comparison of the homes implying house and furnishings is given according to a classification of the homes in Social Service Bureau Records.

The good home is one which is modern, kept in good repair and furnished with furniture that is not shabby, and located in a good neighborhood.

A fair home is one that may be older than the good home, some of the modern conveniences lacking, furnishings bordering on the shabby stage, and a neighborhood in the less desirable districts.

The three or four room type are very small as the name indicates, poorly constructed, usually built on the outskirts of the town. The furniture in these varies. The neighborhood is usually poor financially and often morally.

The shack may be constructed cheaply of tar paper over some rough boards, or it may be built of only boards. Some of them are lathed and plastered; more often they are not. Some may contain one room used for all purposes, while others may be divided into two or more rooms.

Table VI shows this classification as it was made according to the social workers' judgment.

Table VI. CLASSIFICATION OF HOMES OF SIXTY-EIGHT
BROKEN AND FIFTY-SIX UNBROKEN HOMES

Classification of Homes	Broken Homes	Per cent	Unbroken Homes	Per cent
Good	12	23	14	26½
Fair	22	42	15	28
Three or Four Room Type	4	7½	5	9
Shacks	5	9½	4	7½
Furnished Rooms	0	0	5	9½
Poor	9	17	10	19
Types not mentioned	16		3	

To compare the homes, giving each type the same value, allow one point for the shack, two for the three and four room type, three for fair, and four for good. The broken home rates at a slightly higher standard on the whole.

These homes are not located in any one section of the city but are scattered. About one-third are located on the west side of the city west of Washington Avenue, and the remaining two-thirds are on the east side of Washington Avenue.

Although they are scattered throughout the city the greater majority will fall outside the mile circle.

CHAPTER III

CONDITIONS IN BROKEN HOMES

Although broken homes are as old as the existence of the family, still interest in fellow human beings leads us to study the causes of this phenomenon. The factors causing broken homes were listed while making this analysis of broken homes, as they were found in the case histories of the families studied. The causes were found to be death, desertion, divorce, imprisonment, and detention in state institutions. Table VII shows the number of occurrences caused by each factor. The

Table VII. WAYS IN WHICH THE HOMES WERE BROKEN

	Father	Mother	Both
Death	11	17	
"			3
Desertion	5	17	
Divorce.....	3	12	
Imprisonment.....	2	0	
State Institution	0	1	
Total	21	47	

The death of one or both parents occurs most frequently. There were only three instances where the children were totally orphaned before they reached maturity. In one of these three families studied there was only one child, Carrie. Her father was drowned when she was a baby. Her mother married again when Carrie was ten years old. Five years later the mother died of cancer. The second family consisted of two little girls eight and ten years old when orphaned by both of their parents being burned to death when their farm home

was razed to the ground by fire. The third family consisted of three children. The age of the oldest was not given, but the two younger children were aged twelve and nine when their mother died and twenty and seventeen when their father died.

The incidents that happened to the children of these homes after the natural home situation was changed, probably would not have become so serious if their parents had lived. In studying the circumstances in Carrie's family, who were described as, "not of high mentality," we may not feel so certain that her life would have been markedly different from what it was if her father had lived; however, a description of the conditions of her social situation will help to show the effect of the broken home upon her personality and upon her adjustment to her environment. Carrie's father who had been drowned was a drunkard. Her mother was a very neat housekeeper and a fairly good financial manager. So if the father had lived and the home had not been broken the social situation might not have been of the best. The question involved is, "What would have been the difference in the influence upon Carrie living in a home with her own father and mother who had their own child as a common interest to work and plan for as compared with the home situation where there was a step-father coming into the home after Carrie was ten

years old. He did not like Carrie and she did not like him; in fact, she said without hesitation that she hated him. Carrie's mother loved her, but could not show her the same interest and affection that she would have shown her had Carrie's father been alive for the step-father maintained a disagreeable attitude toward any intimacy between them. He quarreled with and nagged at Carrie's mother and often it was over Carrie. He frequently swore at Carrie and she reciprocated. An atmosphere such as this filled with constant turmoil and irritation affect the personality of a child.

If Carrie's personality and behavior are described it may help to give a better understanding of the problem and indicate whether the home situation had any responsibility in shaping her destiny. Not much was known about conditions in Carrie's home until she was thirteen years old, when it was reported by neighbors that she was the worst child in the neighborhood; that she told vile stories to other children and ran out with boys at night. The mother denied having any trouble with her daughter. When Carrie was interviewed at school, she was defiant in her attitude and declared that she had not done anything wrong. The teachers reported that she was an odd child, maintained a surly mood, and was not interested in school. The children at school did not complain of her being vulgar, but she had circulated a vulgar poem

which she had copied and admitted she had heard her step-father repeat the poem. Carrie is small and coarse looking for a girl of her age.

Some months later Carrie was again reported as truant from school and staying out with boys at night as well as running around with a girl of questionable character, who is much older than herself. Her mother is quite ill now from the effects of a cancer and is not able to discipline Carrie even to the small extent that she had previously. She believes that Carrie is doing things that she should not do and is willing to have outside assistance. The step-father maintains a distrustful attitude toward the child and believes she is a bad girl for he says she goes out with a bad boy. The mother is so ill and weak that she is taken to the hospital. Carrie is put into a boarding home where she does not adjust well. She is wilful and hard to govern. She shows no concern over her mother's illness, but said she was glad to get away from her step-father for she hated him. She begins again to play truant from school, going out with this "bad" company, and still has no sympathetic feeling over her mother's serious state of health. She continues with truancy and delinquency until she is tried in Juvenile Court. She admits being a sex delinquent and has been influenced by the girl friend previously mentioned. The County Agent who visited the home says that

the home conditions are responsible for Carrie's behavior. She is reconciled to go to the Girls' Training School at Adrian and thinks it will be a relief from her step-father. Her mother died about the time Carrie was sent to the Training School. About two years later it was reported that Carrie was out of the Training School, staying with the girl friend in a very small crowded home that was not at all a desirable place for her judging from the results that had happened from the earlier association. When the Visitor interviewed Carrie she said she had been very unhappy at the Training School, so she made it disagreeable for everyone by kicking doors and screaming. She was placed on probation two or three times but would not make good because she wanted to be placed in Lansing.

Not long after her release she became illegitimately pregnant and married the lazy drunkard who was responsible for her pregnancy. He was more than twice her age; was brutal in his treatment of her and did not work to furnish her food or anything better to live in than a shack or house car. She had been accustomed to a much better type of home than this when living with her step-father though it was small. The step-father had been a steady worker so she had not known such dire want before.

If the parents had lived what would have happened to the

two children in family number two? Let us call the older girl Lila and the younger one, Ann. Left alone - no father, no mother, no home - all wiped away by an uncontrollable fire. At ten and eight they were helpless and had to depend on others. These sisters were separated; Lila was taken by an Aunt and Ann was placed in an orphanage where she lived four years, then she was put in another institution where she remained a year. At the age of thirteen she was taken out and placed in boarding homes. While living with the aunt, Lila had learned to work so that she became capable of taking care of herself. Although the aunt was a refined woman she did not fill the role as mother, for she made Lila feel her dependency and did not instruct her in many of the things an adolescent girl should be taught. As soon as Lila was capable to earn enough to furnish a room, she began to provide for Ann's room and help her with other expenses on her meager wages that she earned at the Dime Store. For some reason the aunt was never very kind to Ann; criticised her for many little things she did that were really of no importance. Ann was a rather attractive looking and refined girl. She was well-mannered and seemed to have normal intelligence. She seemed to be entirely dependent upon others or upon Lila's initiative and management. She did not

seem to be able to get work and keep it or to be responsible for herself. At nineteen Lila was married. She has made a fine wife; is well thought of in her neighborhood and is prominent in her lodge. But this left Ann entirely upon her own resources, a situation with which she did not know how to meet. She tried housework and did not succeed; she clerked in a drug store but it did not last long; then she found work in a laundry. Where had she had a chance to get training to prepare her to make her own livelihood. With her dependency inclination she fell easy prey for an unscrupulous undivorced dude who confessed love to allure her into unchaste ways of living. She became pregnant and with the assistance of this man committed abortion. He took the baby to a camp stove and burned it. He was later arrested for manslaughter and performing an illegal operation but Ann was such a poor witness that no legal action could be taken against him. When questioned as to why these things had happened, she said she guessed she had lived in orphanages and boarding homes so long that she did not know the ways of the world. After this unpleasant experience she was sensitive about going back to her work. Now she drifts from one rooming house to another; never has a steady job; goes on "drinking and wild" parties. All the indications are that she leads the life of a prostitute. Her method of living is such that Lila will not allow her to come to her home any more. Can this be said to be the result of a broken home, Was it the lack of the influence of a mother and father

and a home that caused Lila's dependence, lack of training, lack of initiative, lack of self-confidence, and lack of preparation to meet the social situations which confronted her and made her life so chaotic? At least it is a series of events that have happened after a home was broken. Lila who had lived under more home-like conditions had a better opportunity to make normal adjustments to her environment. This situation might be said to approximate an experiment about as closely as one could be carried on in a human situation. There were all indications that these girls were of good stock and of normal intelligence." One was placed where there were blood ties and a home-like atmosphere. The other was placed where her physical needs were taken care of but the frequent changes in homes of various types called for a constant re-adjusting of her personality to conditions and gave a feeling of insecurity.

The third case - a family where the mother was taken away, leaving twelve year old Marcia, nine year old Kenneth, and an older brother who was "on his own." One day in October when Marcia was seventeen years old her older brother came to the Society to report that his sister had been put out of the house by his father, and as she had no place to go he had let her sleep in the little "Fix-It-Shop" which he owned and operated. He said the housekeeper had been making it so

uncomfortable for the children that they left as he had done some years before. Marcia is anxious to find a place where she can work for her board and room and keep on going to school. She would also like the privilege of going to Sunday School and choir practice as she sings in the St. Paul's choir. She found such a place. The employers report that her work is very satisfactory and that she does not leave the house without permission. This is in November after she has been in the home about three weeks.

She was in need of clothing and was capable of making for herself a dress out of a coat which was given to her. In December her school work was reported as satisfactory by her teachers. The first week in January she left her employers as she did not "wheel" the baby just as she was told; she also stopped to talk with a neighbor girl next door. Her employer complained that she was becoming listless and needed to be told everything that she did. However, she was never impudent. The indications are that this lady expected too much from Marcia and maintained the attitude that she should be very grateful for a place to stay and therefore be very humble. When the social worker called at Marcia's father's home the last of January, she found Marcia baking cookies and cake. The house was in very good order; everything was going nicely. The housekeeper had gone! Marcia failed to keep a promise she had made to usher at the High School on the fourth of

February. Her scholastic record for the first morning period of the year was unsatisfactory. In June she was absent from school a great deal and says she is going to stop school as she does not have the clothes she needs, but upon talking further with the worker she promised to return to school. She failed to keep this promise. The housekeeper has come back and this caused a great deal of contention between Marcia (who feels she is, and really is, capable, of caring for the home) and her father, but the housekeeper seems to have a powerful influence over the father who takes sides with her against Marcia. He also promised to buy Marcia clothes which he fails to do. This man is on a good wage scale, getting at this time eighty-five cents an hour for his work which was steady.

At last Marcia strikes out for herself and comes to the Society to inquire about getting work and they assist her in finding a position, but she fails to report on the job the first morning and of course this is a poor introduction to a worker's reliability. She is not wanted when she comes the second morning. A month later she is reported pregnant and is sent to the University hospital. A month later a baby boy is born. She wants to keep her baby but he is not a strong baby so is kept at the hospital to receive treatments even though the mother is discharged. Upon returning she gets work; changes positions on an average of every three weeks;

says work makes her so nervous that she cannot stand it. She is so unstable and unsettled she gives the impression of one groping in the darkness for something she cannot find. During this time she writes a most pitiful letter to the Michigan Children's Aid Society of the University Hospital, making an appeal to the director as a mother to help her keep her baby, but the baby is kept from her. About a year and a half later she is married and again writes to beg of the Society if they cannot help her get her baby. Of course this was not possible as the baby had been released for adoption and the Society could give no information. When last heard from Marcia had been married three years, her husband being a college graduate. They had a new baby and were getting along very successfully. One cannot help feeling very sorry for this girl when she was going through that period of blindly searching for something to "tie to." Apparently it was the loss of her mother who understood her and was sympathetic toward her, that was responsible for the unsettled, restless groping resulting in a type of behavior not sanctioned by society. When affection was found, a home, a husband and a baby, Marcia had something on which she could rely for security and she had made good.

Kenneth, an attractive boy, was much concerned over Marcia's leaving home and not returning to school. He wanted her to

come back home. He, too, seemed to have had difficulties after his mother's death. His home with the quarrelsome and jealous housekeeper in it was not like the home it had been with his mother. At the age of fifteen he was sentenced to serve from six months to two years in the Reformatory for stealing an automobile. He was released and after two years freedom was sentenced again to serve from two years to fourteen years in the Reformatory for forging a check. He must have been a good prisoner for he was released on indefinite parole, but while on parole he plays the part of a hero and assists a girl who is out of employment and a little later is arrested on a bastardy warrant. He is very much worried about the breaking of his parole and comes to the Society for advice, but is very slow about making a fifty dollar payment toward the girl's care so he is returned to the Reformatory for violation of his parole.

He is a tall well-built good looking young man and has intelligence and energy enough to make good if he were only started in the right direction. He likes good clothes; makes a good appearance and has a smooth, suave manner.

These stories have told of events that have followed and affected the lives of children after their parents' deaths and caused them to be brought into court to help settle the difficulties. Of course, all the children from all the broken

homes do not appear in the courts to have adjustments made; some are able to make satisfactory social adjustments, although the mental struggles that take place when a child loses one or both of its parents cannot be fully realized. Therefore, it was thought that if someone could tell how he believed his home being broken had affected his life, it would be at least some evidence regarding such a situation. The following is a story of a young man now thirty-three years old, who lost his mother when a small boy. He was married at the age of nineteen to a young girl not quite seventeen. They have five children now. The oldest is twelve years of age and the baby a year and six months. Besides having responsibility of the children they have had plenty of other difficulties both domestic and financial which he does not tell in his story.

"I was eleven years old when my mother died. After my home was broken I staid part of the time with my grandparents and part of the time with my father who lived alone on the farm. I realized it was not home anymore without mother. I was contented to stay most anywhere. There were times when I longed for my mother. When my step-mother first came into the home I felt happier, for it seemed more like home. I later realized though that she could not take the place nor had the unfailing love of my own mother. I also found that her influence affected my father in regard to giving me help at times. There were times when I would have staid on the farm and helped father, and I think perhaps if my own mother had lived I would have gone back to the farm. I do not think this change had any effect on my education as I graduated from high school. Nor do I think it had any effect on my social activities, only that my step-mother did not want me to go to dances and I wanted

to go. That was the cause of most of our difficulties. One night I threw my good clothes out of my bedroom window and sneaked away to go to a dance when my step-mother thought I was in bed. She found this out later and it caused quite an uproar. I was about eighteen years old then. My own mother used to dance and I could see no harm in this type of entertainment.

"I had a desire to strike out for myself, to earn my own living, and think it would have been just the same if my own mother had lived. As for getting married, I do not believe my home being broken had changed my idea about marriage. I found that if possible it is better for young couples to have the approval of both of their parents, for if the parents are not satisfied they are quick to add more fuel to the fire of the young married couples' quarrels. (The step-mother was much opposed to the marriage because the girl was young and had come from a broken home situation where the mother had a poor reputation.) I felt that my life would have been different, not so much before I was twenty-one as after, because after I was married, I never felt free to go home as I would have felt if mother had lived. My father did not come to visit me nearly as much as he would have if mother had been alive, although at times we lived only a few miles apart. It was often months before we would see each other.

"I shall always train my children to love their mother and help her so she will be with them as long as possible, and tell them that no one can take the place of their own mother."

Table VII, (page 24) shows that next after death, desertion is the greatest factor in causing broken homes. Further analysis of the data showed that there were three and four tenths as many mothers who deserted their families as there were fathers who deserted theirs. These data do not agree with

data given given by others who have made investigations in this field. Joanna Colecord in her book "Broken Homes" always speaks of the deserter as the father. Stating the reason for desertion in a general way, it must be dissatisfaction with the existing conditions. In order to get at the definite reasons it would be necessary to interview the different persons concerned to get their personal attitudes, and this has not been possible to do in a short period of time. However, there is one interesting observation which has been made upon analysis of the data. It is the frequent occurrence of desertion where the spacing between the children is close. The question arises whether the constant strain of child-bearing and its accompanying responsibilities wears so much upon the mother that she feels that she must flee for a change. The sizes of the families in the seventeen cases where the mothers deserted ranged as follows: two children, three children, four children, five children, six children, and eight children. There were four families each having two children and in all instances the oldest child was two years^{old} when the youngest child was born. In families having three children there was one family where the three children were born in a period of three years; in another there were four years difference between the oldest and the youngest; and in another there were six years between the oldest and

the youngest child. In one family of three children the birth date of the youngest child was not given. In the families having four children it is found that there were two instances where the fourth child was born while the oldest child was still seven years old, and in the third case the fourth child was born when the oldest was ten years old. In the families where there were five children there is one instance where the oldest was eight years old when the fifth child was born; one case where the oldest was ten years old, and the last was eleven when the fifth child was born. In the family where there were eight children there was no record given of the oldest children who were married when the family was first contacted. However, the mother was married at the age of fourteen to a man twice her age and the spacing between the ages of the four children given is two years. The general tendency of the spacing is to be approximately two years.

The families were smaller in the cases where the fathers deserted. In one instance there was only one child, in the families of two there were two children three years apart, and five years apart. In the family where there were three children the oldest and the youngest were four years apart, and in the family of four the oldest was eight years older than the fourth child.

The R family presents a fairly typical picture of the home

life where the mother has deserted. The father was born in Norway, the mother in America. The ages of the parents was not given but the father must be in the late thirties and the mother at least past thirty-two for they have a daughter seventeen years old. Mr. R is a factory worker with an income of thirty-five dollars per week. He is well liked by his fellow workers and is also a good workman. At home he is said to be quarrelsome, quick tempered and unreasonable. He is fond of his children and concerned over their welfare. Mrs. R. is said to be quarrelsome in the home; is not concerned over the attentions that an old man past fifty years of age is paying to her seventeen year old daughter. She seems to think it is all right for her to go out with this man and to accept clothes as presents from him; neither does she think it is out of place for this young girl to stay nights at his home. Mrs. R uses vile language before the children, and says her married life is very unhappy. Mr. R. reports that his wife has kept company with other men for three years and has a man friend with whom she spends four nights a week going to dances and movies. She finally leaves Mr. R; returns again in a few months when they go on a farm to live. This change in residence does not mend domestic difficulties and they return to the city. Mrs. R. falls in with her men friends again and deserts her home and family

which she has never given proper care.

The oldest daughter, Label, married the old man three times older than herself and has three little children. Needless to say, she is utterly unhappy, living in a miserable home with this jealous old man.

William, a brother of Label, was sent to the Boys' Vocational School when he was fifteen years old as a punishment for stealing a bicycle. Upon his release he joined the Army.

Reports show that Oscar, another brother, had a fairly good school record but later so much of his time was divided between his parents' homes that he had become very irregular and unreliable at school. He is considered as rough and smokes tobacco at twelve years of age.

Olga goes to live with her mother but is soon taken to the Detention Home because her mother's reputation and behavior are considered unfit to furnish the proper environment for a child. She is placed in a boarding home where she receives the best care she has ever had in her life, but is unhappy here. Her school reports show that she is a bright and intelligent girl, and the principal believes dependable if she could have a chance. In April when she was fifteen, she was absent from school for a week. Mr. A says she had become dissatisfied with the boarding home and had come home where she had been for the past six months. Olga, he said, had been causing him a great deal of worry and had been very difficult

to control. She was placed in another boarding home. One night she staid out until three o'clock in the morning and then the principal at school talked to her about it she was resentful and sulky. Olga's boarding home was changed again. This time she had to work for her room and board as a means of occupying her time. Her work was satisfactory but she was so dance and boy crazy that she often skipped out of the boarding home to satisfy her craving for amusement. A delinquency petition was filed and at the Juvenile Court hearing Olga was sent to the Girls Training School as she admitted immoral conduct, smoking and association with persons of bad reputation. She cried when committed to the Training School and begged her father to make other plans for her so she would not have to go to Adrian. The reports that came from Adrian were that she had caused all sorts of trouble; had run away twice. The School authorities sent a request asking that she be placed in her sister's home on probation. This request was not granted as the sister's home was not a suitable place for such a girl.

Bertha was placed in a boarding home when young and with the supervision of a wise boarding mother she has been making satisfactory adjustments. Her school records had shown that she has been promoted consistently.

"Desertion plays an important part in the matter of juvenile delinquency. Sociologists are talking less

about the so-called "criminal types" and more about the effects of social environment. Except for those with a degenerate or psychopathic heredity the majority of criminals are made not born. An unhealthy family life is a very favorable soil. One of the first things which strike even the casual reader of the records of the juvenile court is the high percentage of cases which come from broken homes. Both divorce and desertion are indications of an unstable family life in the process of adjustment." (7,

Data in Table VII, page 24, show that there are twelve mothers who have obtained divorces as compared with three fathers. Whether these numbers are of any significance in relation to who is the most responsible for the home being broken cannot very well be determined here. It has been traditional wherever possible for the woman to obtain the divorce in order to protect her reputation. There were forty-eight children in this study whose homes had been broken by divorce. There were six cases where the fathers were granted custody of the children; six instances where the mother was granted the custody of the children and three cases where the custody was not mentioned. While many of the homes broken by divorce have many things in common it is more difficult to find a real typical example. The case chosen shows fairly well what happens. It is usually the older children who are affected most, and as the younger ones are nearing the age of fifteen they become more and more dissatisfied with the home and the unnatural home conditions.

(7) Edward Byron Reutter
"The Family" pp. 547-548

"Mrs. Howe said it was her friend and neighbor, Mrs. Rookie, who broke up her home. (However, Mr. Howe had the care of the children.) Mrs. Rookie and her husband separated and Mr. Howe employed Mrs. Rookie as his housekeeper. The children were not fond of her, and the oldest boy joined the Navy three years after the home conditions had changed. He said his unhappiness over the conditions at home was his reason. Luella, a nice looking girl, neat in appearance, has gone to work at sixteen for her room and board because she is unhappy at home. Her employer is the wife of a teacher, Mr. Flowers. The next year reports come that she is frequenting cheap dance halls with a disreputable girl. She had quit school because she could not have clothes like the other girls had, but she was persuaded to continue her school work until the end of the semester at least.

"Luella was not happy in the teacher's home. Mrs. Flowers frequently reminded her when she was unsettled that if she were not working for them she could not continue in school. She cannot think of going home for she says her father and Mrs. Rookie quarrel so that she is very unhappy at home. She wants to get work and quit school so she can have some pretty clothes, but upon advice and consultation from the Social worker she decides to continue in school. After school closed in June, Luella went to a Northern summer resort to work for the summer to get the desired clothing.

"The other two children, Ada and Lester, were making their adjustments so well that there were no signs of unrest visible in them at the ages of thirteen and eleven."

There are two homes in this study that have been broken by the imprisonment of the fathers. In both cases it was the result of boot-legging. In one family there were three children, all girls; in the other there were four children, two boys and two girls. Contacts with these families came as a result of the delinquency of the older girls.

One of the broken homes was caused by the mother of the family being sent to the Home for Epileptics. The father was called the "black sheep" of his family who were refined people. He was a drinking man and they were very much dissatisfied with his marriage to this young woman who was an epileptic. There were two girls born to them, one of whom was tested at the age of fourteen and pronounced feeble-minded. Commitment papers were filed to send her to the Training School at Lapeer. She said she would be glad to go and get away from her sister with whom she staid, but when it was time for the hearing she did not appear at court so she ran at large until later she got into all sorts of trouble and was sentenced to the Girls Training School at Adrian.

Regardless of which factor it is that has caused the disintegration of the home, the unnatural conditions seem to be reflected in the children by their restlessness, lack of ideals, and behavior which is not sanctioned by the traditions and customs of our social order.

CHAPTER IV

UNAPPROVED SOCIAL BEHAVIOR

Behavior is thought of as our mode of acting in the presence of others and is characterized by overt acts. It is usually classified into two general classes - good and bad, or approved and unapproved. Approved behavior is an indication that the individual has been able to make his social adjustments satisfactorily and in harmony with the social customs, whereas unapproved behavior is an indication that the individual is having difficulty in making his social adjustments according to established standards. So an analysis of the behavior patterns of children from broken and unbroken homes has been made as one of the approaches to test the hypothesis stated in Chapter I.

The various types of unapproved social behavior have been listed as they occurred according to their frequency. A glance at Table VIII almost tells the story. Yet it does not give the entire picture for there are many of the children who do have good traits and qualities, but as the undesirable ones have made an appearance more often than is usual it has had a deleterious effect upon the individual's personalities.

Delinquency is a term much used to apply to unapproved behavior or a transgression of social traditions and customs by youthful persons. It includes misbehavior from petty begging to burglary; being out late nights to sexual misbehavior.

In this analysis there are seven different grades of delinquency which have manifest themselves during the investigation. Table VIII^(page 48) shows the times a particular delinquency has appeared. One boy or girl may have committed one offense or several. Of course it is almost certain that if only one offense were committed by a child it would not have been brought to the attention of the Society. It is when the problem has reached such proportions that the parents feel that they cannot cope with it that they ask for help from those who they feel are especially qualified to give advice, or when the problem has reached the stage that persons interested in public welfare report the need of special guidance being given to certain individuals to protect themselves and society.

Sex delinquency has taken the lead of all other delinquencies. It will be observed that this misdemeanor has occurred twice as many times in the broken homes as it has in the unbroken homes, and as there is a variance between the number of girls the percentage in the broken home is twenty-seven as compared with twelve in the unbroken home. There are three times as many delinquencies of this type on the part of the boys in broken homes as boys in unbroken homes. The per cent here is 7 to 2. While it is true that every time a girl commits a sex delinquency a man or boy has been involved, it has often happened that the man is much older than the girl so is ruled out of this study. The age at which sex delinquency begins in girls is younger than that in boys. And with different persons or environments the age varies. Here it was

Table VIII. DELINQUENCIES AND OTHER UNDESIRABLE TRAITS
ARRANGED ACCORDING TO THE FREQUENCY OF
OFFENSES

Behavior Classification	Broken Homes		Unbroken Homes		Av. Age	Av. Age	Broken Homes		Unbroken Homes	
	: 35	117	: 103	129	: B.H.	: U.H.	: Per cent		: Per cent	
	: Boys	Girls	: Boys	Girls	: *	: *	: Boys	Girls	: Boys	Girls
Delinquency:	:	:	:	:	:	:	:	:	:	:
Sex Delinquency	: 6	32	: 2	16	: 14.2	: 15.6	: 7	27	: 2	12
Irregular at, or	:	:	:	:	:	:	:	:	:	:
Skipping School	: 9	31	: 10	12	: 12.5	: 11.9	: 10	26	: 11	9
Stealing	: 22	9	: 17	3	: 11	: 10.6	: 26	8	: 16	2
Restlessness	: 2	9	: 1	5	: 14	: 15.6	: 2	8	: 1	4
Running out nights	: 0	8	: 0	5	: 14	: 14.3	: 00	7	: 0	4
School Problem	: 2	2	: 4	1	: 14	: 94	: 2	2	: 4	1
Drinking	: 0	5	: 0	0	: 0	: 16	: 0	4	: 0	1
Other Undesirable Traits:										
Resentment of Parental Control	: 4	11	: 0	5	: 15.7	: 16	: 4	9	: 0	4
Bold or Impudent	: 4	12	: 1	6	: 12.3	: 13.3	: 5	10	: 1	5
Unreliable	: 2	9	: 4	9	: 15.1	: 12.5	: 2	8	: 4	9
Lack of Pride	: 7	13	: 3	6	: 13.5	: 12.2	: 8	11	: 3	6
Quarrelsomeness	: 7	7	: 0	3	: 13.2	: 17	: 5	6	: 0	2
Vulgar Language	: 7	7	: 0	3	: 12.2	: 18.6	: 8	6	: 0	2
Poor Worker	: 2	5	: 0	0	: 14.3	: 0	: 2	4	: 0	0

Table IX. RESULTS OF DELINQUENCIES OF CHILDREN FROM
BROKEN AND UNBROKEN HOMES

Penal Institutions	: 19	3	: 5	5	: 166	: 143	: 22	7	: 4	4
Early or Forced Marriages	: 0	9	: 0	5	: 156	: 16	: 0	3	: 0	4
Illegitimate Births	: 0	8	: 0	3	: 17.7	: 13	: 0	7	: 0	6
Venereal Disease	: 2	10	: 0	1	: 17	: 16	: 2	9	: 1	4

* B.H. - Broken home.
U.H. - Unbroken home

found that the average was between fourteen and fifteen years. This was the age that the girl made the acknowledgment usually after she had been delinquent long enough to have been brought into Juvenile Court. There are some cases of girls as young as nine years of age being sex delinquents.

Anna King, who has studied and worked with girls having delinquent behavior and attitudes has made this discovery based on the study of forty-four cases: "Few were full orphans. The broken home figures largely, as in only twenty-five per cent of the cases were both parents living and living together. Death, divorce, and separation caused the original break. The intrusion of a step-father or step-mother seems to have been a very important factor in the cases studied. Often the girl had never been a social offender until the death of her own mother or father." (8)

Willystine Goodsell, in her book "Problems of the Family", has also made some definite findings and drawn definite conclusions concerning the effects of the broken homes upon girls in regard to causing anti-social behavior. She says, "Wretched, poverty stricken homes, especially those that have lost father or mother, are potent factors in driving girls into commercialized vice. Miner declares that of eight hundred seventy-eight homes of young prostitutes, about which definite information was secured, over sixty per cent of their homes were broken by desertion, divorce, or death." (9)

(8) "Changing the Delinquent Attitude," Bull. published by School of Applied Social Sciences of Western Reserve Univ., Cleveland, O. 1927, p.69.

(9) The Century Co., 1923 N.Y. London, p.232

Being absent from school or irregular attendance at school shows two and one-half times more cases involving girls from broken than involving girls from unbroken homes. It is not just the absence from school that is of the most significance, but all the other accompanying misbehaviors, with the girls it is very apt to be connected with sexual misconduct or indulging in adventure where strange men are involved. There may be some unsatisfactory condition from the girl's or boy's point of view from which they are trying to escape, or may be seeking to satisfy some impelling desire, as was the case with a girl of fifteen, Ethel/ who ran away with her sister to have a good time with some boy friend of the sister's. She was brought home by her parents (father and step-mother) and said she was sorry for the trouble she had caused and would not run away from home again. She had said that it was because she was tired of school that she ran away, not because she was unhappy at home. In the winter just a few weeks before Christmas Ethel again skipped school with Janet a girl two years older than herself. They "bummed" auto rides to Detroit and desired to get work in the "big city" to buy their clothes. These girls did not have enough money to pay for their lodging, but the man who picked them up told them that he had some boy friends who lived in an apartment and worked nights and he believed they would let the girls stay in their apartment until they could get work and make other arrangements. The boys had a party one night

for the girls at which they served liquor. Ethel said that she did not touch any. After they had been gone five days they were located by the two fathers and taken back home. Ethel did not want to go back to school but did a week later. The grind bore heavily upon her and she ran away from home, again staying out all night to dance and "joy-ride."

The cases against the boys are about equal for both types of homes. When the spring months and warm days come, it calls forth the nomadic tendencies which are impossible for some boys to resist. With the boys as with the girls it is not so bad of itself but is serious because of the accompanying evils. This is when most of the boys of fourteen or fifteen help themselves to the unguarded bicycle, or unlocked automobile. Healy and Bronner, who have done a great deal of work with the unsocial child have made a very good diagnosis of the seriousness of the runaway's offense: There is great variation in the seriousness of the offense as well as in the original causations and in the tendency to repeat this form of delinquency.----- The situation in case of older boys and girls who run away is different from the point of causation. One must find out and reckon with the causes such as spirit of adventure, rebellion against home conditions, dissatisfaction with home life, desire for independence, fear of discipline, etc." (10)

(10) "Reconstructing Behavior in Youth," pp.33-34

Stealing seems to be a delinquency in which boys participate more often than girls. The percentage of misdemeanor against boys from broken homes concerned with stealing is much higher than the percentage of boys from unbroken homes; it being 25 per cent and 16 per cent, respectively. The stealing may include petty theft such as taking small articles at school or it may include such grave acts as taking automobiles or breaking and entering. It may be committed alone or in conspiracy with others. It may even be encouraged by parents. There was one step-mother who complained about a step-son taking food from the cupboard or ice-box without her permission. (I really thought the boy was hungry rather than a thief.) This tendency often manifests itself in children at a very early age. It averaged between nine and ten years of age in these groups studied. It almost seemed like one of the most daring practices of theft were carried on by two brothers for about two years. They began when the oldest was less than eleven and the younger less than eight years of age. They were newsboys and went without their coats in the winter to create sympathy in order to sell more papers, and frequently persons would take them into restaurants to get them something warm to eat. The first theft recorded against them was in company with another boy when purses from theaters and office buildings were taken when the office girl left her purse in her desk drawer unlocked and went "to powder her nose." The amount they had stolen amounted to several hundred dollars. After the older boy at the age of thirteen was sent to the Industrial School, (the younger boy

was too young to be sent there), but he continued to gather in his loot. One day with his papers under his arm he went into an Auto Accessory Shop; the man bought a paper and returned to the tool room; this little boy of eight closed the tool room door, locked it and then robbed the cash register. A little later he and another boy robbed the Walton Milling Company and did an untold amount of damage. The police recovered six dollars of the cash that the boys had not yet thrown into the river when they first arrived on the scene. These boys came from a home where there was a father and mother living together. Some instances where these boys stole it almost appeared that they were encouraged to do so by their parents. The father is a boot-legger and has served time for this offense.

If Table VIII is studied, it will show that in practically all forms of delinquency and other undesirable traits that the percentage of misconduct for the children from broken homes is nearly twice as high as it is in the unbroken home.

As a result of this unapproved behavior there are nineteen times that boys and eight times that girls have served or are now serving sentences in penal institutions.- most of them in the Industrial School. However, there are four occasions when they have been sent to the Ionia Reformatory. One is serving a life sentence for having committed a fourth offense;

the last time this lad was in the Lansing jail, he showed great skill in breaking jail and escaping for a short time. Another boy is reported as serving a long sentence in the Ohio State Penitentiary, and still another served at Leavenworth. Those from the unbroken homes to serve in penal institutions are fewer in number than from the broken homes and their crimes seem to be of a less serious nature as they have only been sentenced to the Industrial School and none of their "graduates" have gone to higher institutions as yet. All of the girls have been sent to the Girl's Industrial School at Adrian on delinquency charges.

The forced marriages seemed to have been a girl problem in practically all of the instances. Usually the man responsible for the girl's misconduct is too old to be considered in this investigation or because of taking a random sample there would be only a slight chance of his record being selected if it were in the files at all. However, twice as many girls from broken homes as girls from unbroken homes appear to be taking the marriage vows because of illegitimate pregnancies. The number of cases of illegitimate births are equal but because of the fact that there are twelve more girls in the unbroken home group than there are in the broken home group, the per cent is slightly higher. These forced marriages occur at a very early age - in most cases in the

fifteenth year, while it is just about a year later in the unbroken home group.

Another matter that is of great social concern is the frequency that venereal disease makes its appearance. There were ten girls from broken homes infected with this loathsome disease - twice as many as were afflicted from the unbroken homes. The boys do not appear to have contracted this malady at as early a period as the girls have. It should be considered as rather startling to find a contagious disease so prevalent for when ten persons out of one hundred are carrying disease germs and twenty-nine of them were not yet fourteen years old, it means that between eleven and twelve per cent of a certain group may spread the disease.

While the sample used in this group is not large enough to include all strata of society, yet it is adequate to compare the two groups studied as analysis shows them to be on a comparable basis.

The findings may be considered of significance for they show that there is some factor or factors in the broken home which are responsible for the appearance of a greater percentage of anti-social behavior than appears in the unbroken home.

The hypothesis that the breaking of a home made the situation such that the children had great difficulty in making adjustments, seem to be borne out by the study of the two

hundred three children from broken homes and two hundred thirty-two from unbroken homes in Lansing. It will be remembered that the two groups are not exactly representative of the population at large, but have the one common interest of getting advice from the Social Service Bureau.

In quoting from "Delinquents and Criminals" by Healy and Bronner, they say:

"Certainly broken home conditions exist more often in the background of delinquency than is average for the general population. This points to the deleterious influences resulting from the lack of parental supervision, guidance, companionship, and control." (11)

Ernest Groves who has been very much interested in what is happening to the family and giving it serious thought says:

"He who has not had and does not have a wholesome family life meets the opportunities and obligations of life seriously handicapped. The more normal he is in his cravings, the greater his sense of loss. The home is not merely an elementary training place for later life, it is a means by which material presented by heredity for the making of an individual is shaped into the social structure we call personality." (12)

Further evidence that this unapproved behavior has manifested itself as a result of the broken home is substantiated by conclusions made by Groves where he says:

"The family from its make up, is an intimacy that cannot issue in a breakdown without untoward results....."

(11) The MacMillan Co., N.Y. 1930, p. 208

(12) "The Drifting Home" Houghton Mifflin Co., Cambridge 1930, p. 81

"Social workers who deal with juvenile delinquency find divorce or separation constantly recurring, either as the chief cause or as a contributing cause of the child's difficulty.".....

"Concudes showing study of 3,666 delinquent boys in State Industrial Schools show that the broken home contributed to the delinquency in fully one-half the cases..... Although delinquency is one way of measuring harmful results of a broken home, it is not the only way. Children may be made unhappy or injured for life by the mischievous influences of the broken home especially during their period of development and still not become delinquent, or in any way show traits that would be catalogued statistically. The consequences of the broken home are a source of social mischief far greater than the records of the juvenile offenses disclose." (13)

Not only do broken homes result in misbehavior shown by ^{that} overt activities but/there is often such mental distress and conflict which arise has been learned by those who have been associated closely with them. A social worker says:

"The comparison of the unapproved social behavior in the study of these cases from broken and unbroken homes shows that the children from broken homes have in practically every instance more misbehavior charged against them.

"The studies made by others have been confined to studying the home situation children after they have become delinquent, while this study has taken the broken home as the basis of study. It is interesting to see how the results have shown similar relationships."

"On the other hand those who study children closely are aware that broken homes are responsible for an immense amount of mental conflict among children." (14)

(13) Ernest Groves, "Social Problems of the Family" J. B. Lippincott Co., Philadelphia 1927, pp.161,163, 164, 174-5.

(14) "Three Problem Children" a narrative from Case Records of A Child Publication #2 Joint Committee on Methods on preventing Delinquency, 80 East 42d St., N.Y.

CHAPTER V

ANALYSIS OF SCHOOL DATA

A study of the activities of a child should include if possible a study of its behavior and accomplishments in school. He spends six hours per day for one hundred seventy-five or one hundred eighty days of each year in some sort of school activity. Data from this source should be of value in helping solve the problem already stated.

In making this analysis the records which are kept by the Board of Education in Lansing of all the grades below the seventh were examined in order to get any information that they might reveal concerning the different individuals considered in this study. The School Attendance officer also went through the lists of names and commented on those with whom she had had any contact. Due to the lack of storage space, the Board of Education does not keep records more than two years old, therefore there were some children in this study for whom no school data were available. Many of them would have completed the sixth grade before the year 1929, and possibly have left the city so there would be no Junior High School record. All past records are kept at the Junior and Senior High Schools. Each individual record was examined for there should have been a record for each pupil who had attended any one or all of these schools. Several thousand records were handled to obtain the information on the fair

hundred thirty-five children of school age who were in the study. These records gave the scholastic grades, and in some instances the intelligence quotient of the pupil and occasionally his reason for leaving school. There was nothing else to give a clew to the child's personality. At one of the Junior High Schools a set of maladjustment records were kept of those pupils who had been guilty of annoyances, trancies, or other misbehavior with which the school authorities are concerned. The attendance record of the pupils is not kept after he enters the Junior High School.

In order to put the data found on a comparable basis, two schedules - one for the broken home and one for the unbroken home - were made. They provided columns for information on the number of pupils in each section of the twelve grades, together with the scholastic grades and ages. A column was provided for promotions but later it was decided not to use it in making the table, for beginning with the seventh^B grade the child is not promoted in the same manner that he was in the lower grades and the number of "E's" or failures he gets would be indicative of his failure in keeping up with the standard of work required. Of course there are those who have repeated grades, but a pupil might have a failure in two or three subjects and yet pass on into the next section of a grade. In other words, he is not held back a year or

even a semester because of his failure to make a passing grade in all courses. However, he must necessarily make up the work in which he failed. In order to put the great mass of material on a more comprehensive and comparable basis it was decided to group the data into three classes corresponding to the divisions recognized by the existing school systems; namely, elementary grades, junior high school, and senior high school. The first group contain the records for the first six grades; the second, for the seventh, eighth, and ninth grades; and the third, the tenth, eleventh and twelfth grades. Since one child's scholastic record might occur twice in one year, due to the fact that the school work of the year is divided into two sections, and he might attend school for only one semester or he might have attended several years, his appearance in a section or the period of one semester's school work was considered a unit. The number of units for each grouping for both broken and unbroken homes is shown in Table X, page 60-a in columns 1 and 2. There were not as many children in the elementary grades of the broken home as in the unbroken home so there are fewer units to be considered. There is a closer relationship in the number of units to be considered in the junior and senior high school sections. There are 133 units from broken homes and 172 units for unbroken homes in the Junior High School classification; 57 from broken homes and

Table X. RELATIONSHIP OF SCHOLASTIC ACHIEVEMENTS OF
CHILDREN FROM BROKEN AND UNBROKEN HOMES.
GROUPED ACCORDING TO THE DIVISIONS MADE IN
THE SCHOOL SYSTEM

School Classification	Units		Average Age	
	Broken Homes	Unbroken Homes	Broken Homes	Unbroken Homes
Elementary	67	134	12	11
Junior H.S.	183	172	15.6	14.5
Senior H.S.	57	51	17.6	18.0

Supplement to Table X. NUMBER OF GRADES RECEIVED AND
PERCENTS GIVEN IN SCHOLASTIC SCORES
IN GRADES A and B, C, D and E.

School Class- ifica- tion	Broken Homes	Unbroken Homes	Broken Homes	Unbroken Homes	Broken Homes	Unbroken Homes
	No. Per Gds. cent	No. Per Gds. cent	No. Per Gds. cent	No. Per Gds. cent	No. Per Gds. cent	No. Per Gds. cent
Elemen- tary	192:29.0	380:34.2	324:49.0	535:43.2	142:21.5	194:17.4
Jun- ior H.S.	319:22.7	413:23.8	544:33.3	479:33.4	537:33.3	540:37.7
Sen- ior H.S.	52:17.6	61:26.6	104:35.2	64:27.9	139:47.0	104:45.4

"No. Gds." - Abbreviation for number of grades received.

51 from unbroken homes in the Senior High School classification. The average age for each section is shown in columns 3 and 4 and it will be observed that the difference in ages is in favor of the unbroken home by one year until the senior year when it swings in favor of the broken home group.

To show the relationship between the scholastic records of of the broken and unbroken home groups, a comparison of the grades obtained has been made by the use of percentages. From columns 5 and 6, 7 and 8, and 9 and 10, it will be observed that the broken home group has received a markedly smaller per cent of A and B grades for each school classification. When the column showing percentages for C marks is examined it reveals that the broken home group in each class has more C's to its credit than the unbroken home group has. The percentage for D and E marks are given in columns 11 and 12. This shows the same differences as does the records for the A and B, and C, to the disadvantage in general of the broken home group. The school records disclosed that there were four persons from the broken homes who had graduated from High School, and five from the unbroken home group who had graduated. Both types of homes have representatives in the Opportunity Room, for the broken home there were five and thirteen for the unbroken home. When a pupil is put in the Opportunity Room it does not necessarily mean that he will

continue there permanently. It is quite often that a child is put in this room so that he can have special assistance in some one subject that he is unable to grasp otherwise. Sometimes a child is put here to help correct a speech defect. There are some pupils who remain in the Special Room throughout their school career.

The maladjustment records show the various misdemeanors of which a pupil has been guilty. These data show that there were thirty individuals from the broken home group who had school maladjustment records. In taking account of the number in the broken home group who had school records it was found to be one hundred five, so the percentage of maladjustment would be twenty-eight and one-half per cent. The records for the children of the unbroken homes reveal that there were twenty-one maladjusted pupils. As there were one hundred forty-six of these children, the percentage for this group would be fourteen per cent, or half as many as is in the other group showing unsatisfactory adjustment to school life.

These findings seem to show a ratio which corresponds to the delinquency behavior as recorded in Table VIII.

The discovery of a method whereby an individual's mental capacity may be measured has been of much value to educators in helping to solve some of the problems presented by pupils.

Intelligence tests are given at certain stages of school progress

such as during the sixth school year, the ninth, and the twelfth. Unless the child has some difficulty in keeping up with this class or shows other problems that make it seem necessary for an analysis of his situation he does not have an intelligence test until he has reached the sixth grade. The intelligence tests are all given as group tests except in cases of maladjustment or for other reasons that make it advisable to give a test to an individual. Out of the one hundred five pupils from broken homes who have been studied, there are sixty-two who have I. Q. records. Of the one hundred forty-six children from the unbroken homes there are seventy-three whose I. Q. records were obtainable. The range of I. Q.'s for the broken home group was from sixty-three to one hundred twenty-two, with an average of ninety-one and three tenths, and a median of ninety-four. The range for the unbroken home group was from fifty-five to one hundred twenty-eight, with an average of eighty-eight and eight tenths, and a median of ninety.

Table XI on the next page shows the groupings for each interval of ten.

Table XI. INTELLIGENCE QUOTIENTS GROUPED AT INTERVALS of TEN

	Range	Broken Homes	Per cent	Unbroken Homes	Per cent
Moron	(60-69	0)	3	3)	12
	(60-69	5)		6)	
Slow or Dull Normal	(70-79	7)	30	9)	35.5
	(80-89	12)		17)	
Average or Normal	(90-99	18)	43	22)	42
	(100-110	12)		9)	
Superior	(110-119	7)	13	6)	9.5
	(120-129	1)		1)	
Total		32		73	

If the intelligence quotients from ninety to one hundred ten are considered as average, and above one hundred ten as superior, then there are thirty persons, or forty-eight per cent in the average classification and eight persons, or thirteen per cent in the superior classification from the broken homes as compared with thirty-one persons, or forty-two per cent for the average classification, seven persons or nine and one-half per cent for the superior classification for the unbroken home group. When these data show that the individuals from the broken homes have a higher intelligence level according to the standard tests given. If there is a relationship between scholastic standing and the intelligence quotients, then the children from the broken homes should have averaged higher in academic scores than did the children

from unbroken homes. The fact that the maladjustment records show twice as many delinquencies to the discredit of the broken homes would appear to be a determining factor in lowering scholastic scores. The reason for this higher proportion of delinquencies cannot definitely be stated, but it can be assumed from reviewing the unpleasant home situations reported in twenty-seven instances that the unsettled and unstable state of mind influenced by such conditions would naturally be reflected in a child's scholastic work. If the results of intelligence tests are influenced by the mental attitudes and physical state of a person's health, one wonders what the rating of one girl would indicate. On four different dates she had four different scores which were 83, 109, 71, and 86. She had most of the housework to do at home. This girl's home situation was bad. She was a delinquent and her brother a criminal. The mother did not welcome the outside assistance of the Juvenile Protective worker nor School Superintendent.

The fact that there were nineteen girls in broken homes who were either working for their room and board or taking the place of housekeeper in the home where the father was trying to keep the family together may be one cause of low grades. Then the repeated changing of homes has always been considered as a retarding factor in a child's school work. There was one child who had been in four different schools in one year.

However, the families from the group of unbroken homes were not quite as mobile as those of the broken group.

There was only one family in the broken group where both parents were of foreign birth. The children from this home were "low type" mentally and probably would not have shown much ability even if they had not been restrained by Old Country traditions and customs of the parents. Two of the boys served and are serving sentences in the Industrial School and Reformatory. The youngest child, however, who was taken out of the home as an infant when the mother died, has a very good school record for the two years he has been old enough to attend school.

There were six families of the unbroken group where both of the parents were of foreign birth, and the school delinquencies and other records for these children were of a discrediting nature.

There was nothing in the school records to show the degree of participation of these children in extra-curricular activities.

CHAPTER VI

SOCIAL SITUATIONS EXISTING IN THE HOMES

A-Broken Homes

The importance of the family as a social institution is readily recognized by all people. The fact that it is a world-wide institution indicates its social significance. Family life existed long before history was recorded. When it actually began is not definitely known. What has been written about the primitive family is inference based upon the discovery of utensils, pictures, etc. found in caves, caverns, and burial mounds of the prehistoric peoples. ^{University of Pittsburgh Radio Publication Number 56: p.5.} "It is in the family where we first establish the habit patterns of the most intimate and personal nature." (15) He goes farther and says that the family is not deteriorating but it is improving.

If it is true as Elmer says, that we establish our habit patterns in the family, then perhaps we can say that the thirty-eight sex delinquencies and other undesirable behavior committed by the boys and girls from broken homes were influenced by the behavior patterns set by their parents. There were sixteen mothers and four fathers out of the sixty-eight homes represented who were reported as being intimate with "other men" and "other women" before the final desertion or the divorce took place. Nine illegitimate children were born to four of these sixteen mothers after deserting their husbands. If just the "other men" or the illegitimate babies were the only social problems, it would be less serious; but such behavior cannot be indulged in without being accompanied by other socially unapproved conduct which is not withheld from the presence of the children. Family

(15) University of Pittsburgh Radio Publication Number 56: p.5.

quarrels, vulgar language, deceit, temper tantrums, and physical combats
often occur. (16) When these activities take place, they cannot be done
 without the parents losing respect for one another and the child losing
 respect for one or both parents. Moreover child neglect is often an
 attending evil. There can be no doubt about the role this type of behav-
 ior has in creating emotional attitudes and personality characteristics
 of the children who witness such scenes very frequently. "Attitudes are
 for the most part acquired behavior patterns having been built up out of
 our experiences in characteristic situations." (17) -

"Those problems and situations which recur frequently or persist
 throughout a large portion or the whole of one's life necessarily
 develop in the organism concerned a constant readiness for the ex-
 pected stimulus. Regular modes of behavior or of response to these
 fairly constant stimuli arise in the organism. These attitudes be-
 come permanent parts of the organisms behavior equipment.

"In their normal aspects these permanent sets of induced attitudes
 are generally known as temperament, disposition, character and per-
 sonality."

(18) "Personality is another of the general background conditions
 closely related to temperament, disposition and character. It also
 is largely composed of attitudinal sets." Allport defines
 personality "as the individual's characteristic reactions to social
 stimuli and the quality of his adaptation to the social features of
 his environment." He also says, "personality is a result of social
 behavior, also a cause." (19) Further analysis of personality
 shows, "Like the self, it is predominantly acquired. Its
 behavior aspect is determined chiefly by environment pressures act-
 ing upon the proto-plasmic constitution of the organism. But these
 environmental pressures take effect primarily upon the neuro-proto-
 plasm of the cerebral cortex. Hence the chief organic mechanism of

(16) Mariam Van Waters, "Youth in Conflict" Foreword, vi. "Jealousy,
 hypocrisy, antagonism between parents may cause children mental
 retardation, disease or delinquency. Should mental conflict or
 emotional shock occur from outside causes, a home atmosphere of
 freedom and trust is apt to dispel it."

(17) Bernard, L.L. "Social Psychology", Henry Holt and Company, 1926,
 p.249.

(18) Ibid. p.251

(19) Ibid. p.255

RECEIVED

RECEIVED

RECEIVED

RECEIVED

RECEIVED

the personality are cortical and highly flexible. Personality is chiefly mental, moral, social and is made up largely of traits of these types. (20)

When Social Scientists and Psychologists such as L.L. Bernard and Allport come to these conclusions after scientific study and research, it is justifiable to believe that parental behavior definitely makes its contribution to the personality of the children, and influences their future behavior.

There were ten fathers who drank, whether this was one of the primary reasons for the mothers deserting or divorce has not been stated except in two instances. But it caused family quarrels and unpleasant situations in the homes. Certain circumstances which effect the home after it has been broken. They may be considered as major factors in affecting the child's personality. The frequent changes of authority to which he is often subjected, such as having a step-mother, a house-keeper, living in the homes of relatives such as aunts, uncles, brothers, sisters, grandparents, orphanages or other institutions play their role in character formation. The lone father or mother may also try to maintain a home without any other person in charge and depend on the help of the children to keep the place in order and do the necessary home work.

This leaves them without proper guidance and training in the duties they are endeavoring to perform. Often they form bad friendships and become delinquent in their behavior.

Georgia Green's story is fairly typical of how a girl resents a step-mother coming into the home. She was an attractive intelligent girl of fourteen when reports came that she was incorrigible, had no

(20) Ibid. p.257

interest in her home and stayed out late at nights. A visit with her revealed that her mother had died two years previously leaving five children, the oldest sister, Joan, who was fourteen, Georgia who was twelve, and a sister and two brothers who were younger. A year after the Mother's death Mr. Green married a widow who had three children, which she brought to the already well "child supplied" household. The first two or three weeks all went well. Then Mrs. Green began to have "dizzy spells" and could not do the house work and the responsibility fell on Joan and Georgia. The girls thought that she showed her own children much favoritism. Mrs. Green, too, gets discouraged and threatens many times to take her life and does attempt suicide on one occasion but is unsuccessful. The older girls feel confident that she is a drug addict. Georgia said she used to have a happy contented home when her Mother was alive, and that she had never sworn nor had never been impudent until after she acquired a step-mother. She said she hated her step-mother so that she could not give her a civil answer. The home situation was so repulsive to her that she often stayed with girl friends to keep from going home. On one occasion she went to a dance with a girl friend, but said she was so disgusted with the way the girls and boys acted that she did not want to go again. Georgia began to play truant from school. The truant officer picked her up and she went to his home rather than go to her own. In the spring the step-mother left the home. Joan took charge of the household, and Georgia helped her with the work. She attended school regularly and completed her semester's work. She said she was contented and happy. Georgia was anxious to be self-supporting and had planned to attend the Business College for A Business Training Course in the fall. During the summer vacation, she and her father had a quarrel and she went to stay a few days with a girl friend, when she returned home she found her step-mother had preceded her. But she is quite optimistic and thinks possibly they can get along better now as Joan has gone and she may have been partly to blame for the animosity that existed between Georgia and Mrs. Green. However when she was interviewed by the visitor a few weeks later, she confided that her home was a "hell-hole" and she would be willing to do anything to be sent to the Girl's Industrial School at Adrian. She starts in to achieve this goal by playing truant from school and has carried it far enough to be brought into the Juvenile Court. The Judge placed her on probation, which she broke and she was then sent to the Industrial School. She was happy to think she was to be sent to Adrian and believed that she would receive much benefit from going there. She was anxious to get the training given in sewing and also looked forward to the opportunity of getting the business course taught there.

Clifford R. Shaw who has done a great deal of work with delinquent boys in Chicago has written a book in which a boy, Stanley, gives his life's story from a subjective point of view. He remarks as follows about the influence of his step-mother and home,

"Why couldn't I have had a kind mother instead of a hell-cat step-mother; a father to teach me; a home full of comfort where I'd gladly go instead of being in the shadow of fear of going home to eat supper?"

"Stanley's case is typical as it has aspects common to a statistically high proportion of cases. Stanley grew up in a delinquency area. In 1926, 85.4 per cent of all the boys arrested by the police came from homes in delinquency areas. He lived in a broken home." (21)

With a frequent change of house-keepers there can be little continuity and consistency in the training of children. A house-keeper works for wages and not for the training of children with whom she may be only a few weeks. Mrs. Gary, a mother of three children, became dissatisfied with her home life and Mr. Gary after the third child, Betty Lou, was a few months old, so she took her and left Mr. Gary with Peggy and Billie to care for. Mr. Gary is very fond of his children and is very anxious about their welfare. He may even be so extreme in his well meaning attempts that it is a detriment to the children, for he is constantly worrying about them, and the type of housekeepers he can get to care for them and the home. What could have been the feeling of uncertainty and insecurity on the part of the children who lived under the supervision of twenty-seven different house-keepers in three years, besides living in their mother's home on frequent occasions during this same period? Their father makes frequent visits to the Social Service Bureau to air his difficulties about the trouble he has had with keeping house-keepers and wanted to be sure he was doing the right thing by his children. He seemed to be very anxious over them and has a constant fear that they may be taken away from him. After Peggy had lived with her mother and

(21) "The Jack Roller", University Chicago Press. 1931, p.110

came back to her father she said that she never wanted to live with her mother again. She has become nervous and retarded in school as a result of the frequent changes of residence and the constant turmoil of getting acquainted with new housekeepers. The little brother prefers staying with his father also. The house-keeper said that he has developed the habit of stealing and lying. He is also a fighter on the playground at school. Of course all of the children where house-keepers are employed are not able to have the experience of having had so many close "contacts" with adults.

The boarding home is often a recourse depended on to care for children whom the parents think are not old enough to be left at home alone from the time school is out until the parents return home from work. Some children have stayed in only one boarding home, while some other children have lived in three or four. There are not many boarding homes where the child feels that he belongs to the family. When their board is being paid they do not feel that there is any work that they should help do. If the child is freed from taking any responsibility in the home and from learning to share the home activities, he is really being cheated in his training that will equip him to meet his needs in society. It is learning by doing and by participation that develops the fullest understanding of problems that have to be solved. All boarding parents are not capable of handling the children put into their homes for care, so the trial and error method means that many adjustments must be made by the child. The quality of all boarding homes are not alike and there are many wise and efficient boarding parents as has been told by Healy and Bronner, in "Reconstructing Behavior in Youth". But, nevertheless, in cases where frequent changes are

made, it means a constant re-establishing of habits. If a certain amount of uncertainty is present until a habit has become well established, then this changing of homes may be responsible for the unsettled and unstable activities and attitudes that present themselves in problem children, or rather develop problem children. Someone has said that breaking habits is a painful process, perhaps that accounts for some of the irritable and surly dispositions of these youths who are often changing homes and authority.

Relatives such as, brothers, sisters, uncles, aunts and grand-parents are frequently called upon to help with the care of the children where there is a broken home situation. The placing of children where there are blood ties is considered to have a better influence on the child and usually more satisfactory in all respects, if it is possible to make such arrangements. The overt actions of a child does not tell the whole story of the influence a broken home has on his personality. To get the subjective attitude of a boy who was taken to the home of his grandparents after his father was accidentally killed, he was asked if he would write a story of the way he felt the loss of his father had affected his life. He was not one of the boys included in the study, but there is no reason to believe that other children might not have had similar experiences. The story is copied just as he wrote it.

"It was a pleasant day in September 1917. My sister and I were vainly trying to salt some peanuts in the milk-house. My father was busily grinding plow points, when all of a sudden I heard the crash of a plow point being thrown, a loud report and then all was still. Fearing something had happened amiss I stepped into the next room where he was, there I beheld him lying on the floor in a pool of blood with one leg caught in the belt that was wound around the shaft of the large nine horse power gas engine. I tried in vain to arouse him, but to no avail.

"That incident changed my whole life. I was not yet six years of age, and now, over fourteen years later I have often wondered what my life would have been if father would have stood on the other side of the grinder out of reach of the belt.

"After things were straightened up my mother, sister, infant brother and myself were taken in by my maternal grand-parents. My little brother died soon after that and my mother went to business college and got a job to take her mind off her troubles leaving my sister and me with our grandparents. My grandfather was an excellent provider, but he was a poor substitute for a companionable father.

"Life with my grandparents was pleasant. My grandfather and uncle did all the work on the eighty acre farm, leaving only a few minor chores for me to do. I had only a few toys with which I could amuse myself, and so I spent a lot of time tinkering around, rigging up contrivances with which to play. My efforts were generally met with ridicule from my grandfather. In order to save myself the embarrassment of ridicule and to have a good time, I worked on the sly always giving hazy answers when asked what I was doing. I was never allowed the companionship of

neighbor boys good or bad and so I became a first rate lone wolf. As a consequence, it is very hard for me to maintain comradeship or even a conversation with any one else. Through continued ridicule, I have acquired an embarrassing case of self-consciousness that makes it doubly hard for me to set out to seek a job, or even in having a good time at a party, or similar function.

"From what I remember of my father, I am sure that we would have been great pals. We would have gone hunting, fishing, and swimming together; we would have worked and played side by side. I would have been at least two years ahead of where I am now, in experience along the line of farm work. I would have taken subjects more in keeping with my life work. I would have gone out for athletics in high school. Had my father lived, traits that embarrass me now would not have been cultivated.

"I would have been a wiser spender by learning how rather than being refrained from it altogether.

"My beliefs in my father are based on largely what I can remember of him. Even at the age of four or five, we were great chums. We went places together and had good times together. Had he lived I would have learned many things under his guidance that I have to pick up now by the trial and error method.

"My sister was always a great favorite of my grandfather, while I was tolerated a sort of a necessary evil. In that way a mild animosity grew up between us. We always fought like cats and dogs and I generally got reproached whether or not I was to blame.

"The breaking of a home makes it hard on the children. I have followed the straight and narrow because there was no other way open, thanks to my grandparents, but I will always miss the training and companionship I would have had with my father. I was very young when he was killed but that incident and several others will always stay with me. And I will often wish that we could have been the pals he had always wanted to be to his sons."

The lack of discipline on the part of the father, after the mother is gone has been blamed for some of the difficulties that the children get into, such as running the streets, sex delinquency, and school truancy. The disciplinary problem becomes a difficult one in the home where much strife prevails between the parents. The "pattern" for quarreling has been established and becomes a part of the social situation many features of which have been absorbed by those connected with the home and as well as making impressions on their personalities.

These various situations are those which have been the major influential factors that have noticeably affected the behavior of the children in

- 7 -

the broken homes. The factors occurring in the unbroken homes and what the apparent results have been will be shown in the analysis of the circumstances that appeared in the homes of the fifty-six families whose records were studied.

B - Unbroken Homes

The statement was made in the first chapter that the term unbroken home seemed to be a more appropriate term to be used here than the term normal home as we are not yet sure what constitutes a normal home. No doubt every one has a mental picture of what to him would be an ideal home. In going over the description of the unbroken homes, it could not be concluded that there were many that were ideal. There were also weaknesses that existed where fathers and mothers were living together. No human being is perfect. But the purpose here was to determine from the study of both examples whether or not the children who had both a father's and mother's protection and guidance were not more fortunate in having less unapproved social behavior to their credit than the children from broken homes.

After the analysis of the data were made for both types of homes and the undesirable features of each sifted out, it was found that there were some characteristics common to both. In the cases where there was anti-social behavior and attitudes on the part of the parents it was reflected in the behavior of the children.

There were three fathers who were boot-leggers and had served short sentences in jail for their offenses. Two of the boys who have been mentioned previously as having stolen purses from offices and robbing the Walton Milling Company were sons of one of these men. There were eleven

of the fifty-six fathers who were reported as drinkers, with the exception of one of them they were said to be heavy drinkers. In two cases they were placed on probation instead of being sent to jail and two were sent to jail for drunkenness. There were children from three of these families who were among those who had committed the more serious kinds of delinquencies.

In the homes where the quick or "bad" temper is a characteristic shown, there also seems to be a reflection of this attitude on the personalities of the family. There were fathers who beat their wives and there is one in particular who was cruel to his wife and children causing a very unpleasant home. He disliked his oldest son. He maintained an ugly attitude and constantly wore a cruel expression on his face. One thing to his credit he is a good worker. The older boy, Jim, when thirteen years old was brought into the Juvenile Court for stealing gloves,- He, too, maintained a surly, ugly attitude. The Judge put him on probation which he soon broke so he was sent to the Industrial School for Boys. After serving two years there, he was paroled but did not stay very long with his parents. He disappeared and the next time he was heard from, he had been connected with an accidental shooting of a boy friend with a pistol he had stolen. He was returned to the Industrial School but escaped after a short stay and when next heard from was in a Southern city on the Gulf of Mexico, where he was arrested and brought back to Lansing to be sentenced to the Reformatory for participation in the theft of an automobile. After being released from the Reformatory and a few weeks of freedom he was again arrested and sentenced for stealing aluminum. These experiences had all taken place in Jim's life before he was eighteen years of age. His brother, Eli, who is two years

younger has a record of stealing bicycles, breaking and entering houses, being a sex delinquent, and being placed on probation before he had reached his sixteenth birthday.

Of the seven instances that parents have been reported as having bad tempers the mothers have not been so rated. From these homes there are six children who have been guilty of serious anti-social behavior besides other minor truancies and school problems. The use of vile language enters into these controversies and scenes which are not withheld from the presence of the other members of the family.

Of the fifty-six mothers in unbroken homes, there are eleven who have worked outside of the home, and from seven of these homes twelve of the more serious delinquencies have occurred. (22) Eight of the twelve cases were girls brought into Juvenile Court for sex delinquencies and in most instances the girls were placed on probation. In the other four homes where the mothers worked the children were younger and had not developed disagreeable social traits to the extent of their being so obnoxious as to be subjected to outside authority. Enough cases have not been con-

(22) "Among children who became wards of the court it appears that a very considerable number came from broken homes. Data in court records show that among 11,328 boys and 2770 girls who came into court during ten years, at least 349 boys (three percent) and 173 girls (six per cent) were wholly orphaned; 1,557 boys (Fourteen per cent) and 494 girls (eighteen per cent) were fatherless; 1,013 boys (9 per cent) and 353 girls (twelve per cent) were motherless.

"Almost inevitably the fact that the mother "goes out" to work means that the house is cheerless untidy and that the children are given an opportunity to stay away from school and live that life of the street which is at once alluring and demoralizing.

Sophonisha B. Breckenridge, "Neglected Widowhood in the Juvenile Court", American Journal of Sociology, Vol.XVI, (1910) pp.56-57-60.

sidered in this study to make a hard and fast statement regarding the effects of a mother having her interests divided between her family and her "work for wages" away from home as a cause of unapproved behavior of her children, but in the homes where the mothers work there is a close resemblance in the behavior of the children to the behavior of the children in the broken home where the parents' interests are divided by family cares and bread-winning.

There are five families of this group where both parents are of foreign birth, both belonging to the same nationality. There is one French father and mother, who have a family of four children. Of the older girl little has been said, except that she was married when young. The two younger girls have many difficulties in adjusting to their home life as well as to their school life. They have little respect for their parents. Fear of parental discipline after truancy from school causes graver truancy, so that Jule tramped the streets, remained away from home nights and on several occasions took nightly shelter in public rest rooms. At fifteen she said she was unhappy at home and wanted to be sent to the Girls Industrial School at Adrian and stay there until she became eighteen years old so she could get away from her undesirable friends and unhappy home. Jule said that she detested her father and mother. That her father never spoke to the family unless it was to call them vile names. That he would be better satisfied with her if she worked and he could receive every dollar she earned, but she was too young to get work so would like to go to Adrian until she was older and more sensible. Jule thinks if she were in Adrian that she would not want either of her parents to come to see her. Jule was taken into the Juvenile Court, but placed on probation to her dis-

appointment. She disappeared from home later and it was learned that she had married an orchestra player who was twenty years her senior. The marriage was not a very successful one, and within another two years she was divorced and married again, this time to a younger man about her own age and now domestic affairs seemed to be fairly successful; she has a little child and is a changed girl. Her sister Hortense held a good deal the same attitude toward her parents, only she began her delinquencies at an earlier age than Jule did. She was taken to the House of the Good Shepherd and said she will never forget nor forgive the way in which her family deliberately lied to her to get her to go to Detroit so they could place her in this Institution. They had told her they were going to Detroit to see her brother who was ill in a hospital, but took her to the House of the Good Shepherd where she was never happy a moment. She tried to starve herself to death. Hortense did not get along well with the Sisters whom she said she hated as well as the Catholic Church and would committ suicide if she were ever placed there again. Hortense blamed her father for the unpleasant home conditions. Marcille, the brother, does not show such pronounced malcontent as the girls, but he is a problem child at school and has very irregular attendance.

No doubt the French traditions and customs that these parents are accustomed to come into conflict with the American environment in which the family were living and affecting the children more strongly as their habit patterns had not been set in the way the parents were, thus making the situation too difficult to be harmonious. The mother is among those who work away from home.

Some of the other nationalities represented in this study are Belgian,

Polish and German. There were two Polish families. The difficulty which appeared in one was due to the fact that the mother wanted to dominate her daughters and especially have control of the money that they earned. One of the girls resented this attitude very much and so it was the cause of many quarrels and dissatisfaction with the home and disrespect for the mother. In the other Polish family the children were small and have good records. The cause of most of the maladjustment in the Belgian family was caused by the lack of respect for the school laws. After they were made to understand their importance by appearing in Municipal Court the difficulty seemed to be remedied. In the German family there were five children, three of them were married and away from home when the family came to the attention of the Society. Nothing has been recorded concerning them, however the two younger ones, girls, at home had not made satisfactory social contacts, both were sex delinquents and had trouble at school. The parents would not go to the school to talk the youngest girl's problem over with the principal because they could not speak English well enough. The youngest girl's behavior became so unacceptable to society that she was sent to the Girl's Industrial School. This was very much resented by the parents who displayed their resentment at the court hearing. This mother worked away from home leaving the girls up on their own responsibility and initiative.

There are other undesirable situations but they have been of less significance in influencing the children's behavior and personalities. The home where the father is a poor worker gets the family in the habit of depending on outside aid for the necessities of life, it encourages a type of begging. There were two homes where the fathers were placed on

probation for drunkenness and some cases where the moral standards were not as high as the general American standard.

In generalizing on the social situations that have been shown in the broken and unbroken homes, it appears that there are both favorable and unfavorable influences that exist in each. Those homes where no complaints have been made may not be entirely satisfactory, at least the conditions have not become so obnoxious that complaints have been made to have circumstances altered. It must be remembered that there are many good homes both broken and unbroken, but this study has been dealing with special groups where the home situation has not been what we liked to think of as exactly average homes. Homes where there has been quarreling, display of bad temper, laxity of social standards, or homes where the mother's supervision is lacking or divided between outside interests, there is a very noticeable showing of unapproved social behavior whether the home has been broken or not. (23) Because the broken home is naturally attended by more numerous and varied influences, there seems to be a greater proportion of unapproved social behavior, as will be recalled by turning again to Table VIII.

- (23) Marian Van Waters, "Youth in Conflict" p.xiv Foreword. "We find in the relation of the parents that which is basic for enduring home life. Not only the psychic harmony which creates an atmosphere of serenity and freedom necessary to the health and growth of children, but such unity of collaboration in the wider fields of art science and world affairs. The childish egoism is lost in the genuine adventures through which youth finds right relation to nature and to humanity, the self functioning as part of a great whole."

SUMMARY

This study grew out of the hypothesis that when the home where there are children is broken, there is something in the cleavage which makes the social situation of the children such that they have greater difficulty in making social adjustments than the children do who come from unbroken homes.

In considering what constitutes a broken home the child's point of view has to be taken, that is a home is broken when the child is living in a home where one or both of the parents are not related to it by blood. It may have a step-father or step-mother, or one or both of the parents may be missing due to death desertion, divorce, imprisonment or committed to some other state institution. The unbroken home is considered to be one where the parents are living together to maintain a home and provide for the welfare of their family. One or the other may have been away temporarily for occupational or other reasons.

In order to determine the significance of the influence of the broken home upon the children, a comparative study was made of children from both types of homes. There were two hundred and twelve children from broken homes representing sixty-eight families. Nine of the children were too young to attend school so they were not included in the study. There were two hundred and fifty-nine children from the unbroken homes representing fifty-six families. Twenty-seven of these children were not old enough to attend school so were not included in the analysis of data. The exclusion of the preschool children was deemed wise as there was very little information given in the sources of data beyond the birth date and name

of the child. This would not show his adjustment to the home situation.

That both groups would have belonged to approximately the same social status, the cases were selected by means of a random sample from case histories of the clients kept at the Social Service Bureau of Lansing, Michigan. This provided that there would be at least one common factor, - that of asking advice and assistance from Social Service Advisors concerning problems that they felt they could not solve for themselves.

The general factors considered in forming the social background of these groups were such as: the location and size of the city, its population, composition and institutions. Then the characteristics of each family such as: nationality, age of parents and children, size of the family, religion, occupation, income, and type and location of homes were classified to see wherein they were alike and wherein they differed. The causes of the broken homes were found to be death, divorce, desertion, imprisonment, and confinement in state institutions.

Analysis of the behavior of the children showed many types that are considered as unsocial, such as: sex delinquency, irregular attendance or school truancy, stealing, running out nights, school problems, drinking, liquor, resentment of parental control, impudence, unreliability, lack of pride, quarrelsomeness and the use of vulgar language. Some of the delinquencies were followed by the birth of illegitimate children, serving of sentences in penal institutions, and the contracting of venereal diseases.

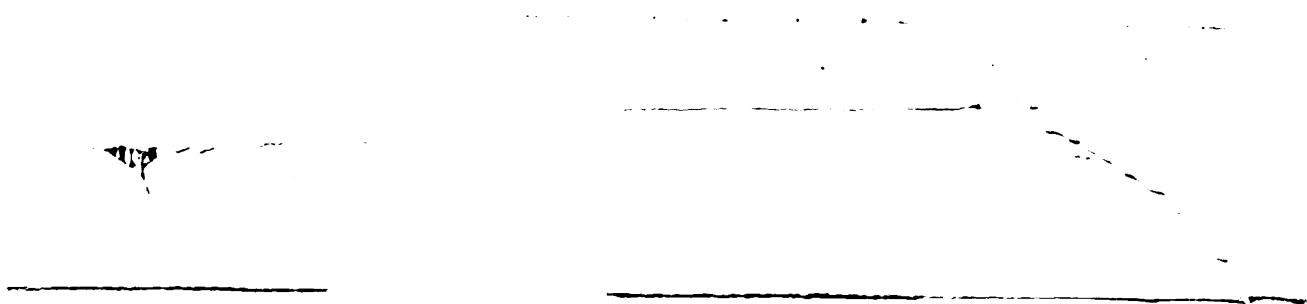
There is but little said about the good behavior in these families, for when everything is running smoothly in the home there have been no problems to adjust, this means that the entire picture of the family life is not revealed in the Social Service Bureau's records.

The conditions existing in the homes that were thought to be influential factors in the formation of the children's behavior and personality were taken from the records and were listed as follows: changes of home or house-keepers; changes of boarding homes; lack of understanding by the parents - or those who cared for the children; the responsibility of home-making placed upon a girl fourteen or fifteen years old; the effect of the step-parents on the attitude of the children; the influence of the mother's working away from home; and the results of poor parental example.

In order to compare the scholastic achievement and intelligent quotients of each group the school data was gotten from the records of the children kept at the office of the Board of Education.

These families are not grouped in any particular section of the city as one might have expected. This may be due to the fact that the number of families is too small to show a cluster grouping. Only a few of the families seem to have been neighbors according to the plots on the map page 10, 27. There were practically as many families from the broken homes living in the middle class residential section as were living in the lower class residential area. The same may be said for those of the unbroken home group. This would indicate that the neighborhood influence would be similar for each group.

The nationality is largely American. In the broken homes eighty-five per cent of the fathers and seventy-nine per cent of the mothers were American born. There were nine per cent of the fathers and four and one half percent of the mothers who were foreign born, the nationality of remaining six percent of the fathers and sixteen and one half percent of mothers was not recorded. In the unbroken homes eighty percent of the



fathers and seventy-three percent of the mothers were American born; eighteen percent of the fathers and eighteen percent of the mothers were foreign born; the nationality of the remaining two percent and seven percent of fathers and mothers was not given. This difference in nationality has appeared to be one of the factors in three unbroken homes and one broken home, making social adjustment difficult for the children. There seems to be a conflict with the parents over the parents' lack of adjustment to American customs.

There were so few ages of parents recorded that a definite statement concerning them cannot be made; however, it is evident from the age of the oldest child at the time the first contact was made, by the social workers, that the parents were in their early thirties or past. The ages of the parents from the unbroken homes were slightly younger than those from the broken homes. Yet the difference in the ages of the two groups was so slight that it would be of little or no significance in the behavior of the children.

There were more children of the older age group, that is from twelve to twenty-one, in the broken homes than there were in the unbroken homes. This may be one of the reasons for the higher rate of delinquencies in the broken home group. It shows that there were more parents in this group who had had help in child guidance when their children had reached the adolescent age.

The families for the unbroken home group were larger than those of the broken home group, averaging four and eight tenths percent children and three and one tenths percent children respectively.

The religious attitudes of the two groups seemed to be in about the same categories; and about the same percent in each group were church members.

The work that these groups engage in show them to be on about the same occupational level. Most of them are "factory" workers. Some of the mothers from each group work as waitresses. The types of homes are similar in construction, location and furnishing.

The schools that the children attend are the same. They have the same curricula and the same method of instruction. The facts presented in the previous chapters show that in almost every instance the children from the broken homes had a lower scholastic average than the children from unbroken homes. The intelligence quotients of the children from the broken homes showed a slightly higher intelligence level. The range for the broken homes was sixty-three to one hundred twenty, with the average of ninety-one and three tenths percent and a median of ninety-four percent. The range for the unbroken home was from fifty-five to one hundred and twenty-eight, the average being eighty-eight and eight tenths percent and a median of ninety percent. While this difference is slight, it seems that the scholastic achievements of the two groups should have at least been on a par. There were nineteen girls from the broken home group who either worked for their room and board or had the work of the home to keep up. This no doubt would cause some of the scholastic grades to be lower. The maladjustment records show more children from broken homes are guilty of misconduct and truancy at school than those coming from unbroken homes.

Table VIII page 48 shows that there is a greater percentage of girls from broken homes who have been guilty of unapproved social behavior

than girls from unbroken homes. The unfavorable results of the misbehavior of girls from broken homes will average twice as high in practically every instance. There have been twenty-two times that nineteen boys from broken homes have been sentenced to penal institutions. These institutions include the Boys Industrial School, the Iona Reformatory, The Ohio Penitentiary and the Federal prison at Leavenworth.

The children from broken homes are subjected to frequent changes of authority due to many house-keepers, changes in boarding homes, step-parents, or the responsibility of trying to keep the house. Their behavior and attitudes have shown that they have been influenced by these changes. Their attitude in school has not been good, they have become restless and in many instances have run away from home to escape what was distasteful to them. In the unbroken home where the mothers worked away from home, leaving the children to take care of themselves during the time they were not in school, there were many delinquencies and unfavorable behavior that closely corresponded to the unfavorable behavior of the children from broken homes.

In conclusion it may be said that many of the basic factors influential in the formation of personality, such as social status, social background, nationality, religious affiliation, occupation, type of home and neighborhood, and the school have been very similar for these two groups. Then if it had not been for some other factor, the behavior of the children from the two types of homes should have been more alike. It seems reasonable to believe that the conflict in the children's lives caused by the frequent changes of authority in the home, such as: house-keepers or boarding homes, the coming of the step-parent toward whom a traditional antipathy is held;

the lack of parental love, care, and guidance; may be considered largely responsible for the unsettled and unstable state of mind that the children seem to reveal. The manifestations show up in the lack of interest in school work, skipping school, running away from home, and staying out on the streets late at night. They are ever trying to get away from the unnatural situation. When there is not the mother and father combination to help in the guidance of the children, there seems to be an extreme weakness that develops in their behavior. This not only results in punishment by the state, but also the lack of a good foundation on which to build wholesome social attitudes.

The broken home has been shown to be the greater contributor of children having unapproved social behavior in these two groups. It must be remembered that the samples are taken from somewhat special groups rather than society at large, therefore it cannot be said that the same results will be true for all classes of society. However, if human attitudes and behavior are affected by similar circumstances it may be considered that this study would indicate that similar results would be found if a larger group were studied including all strata of society.

FIRST APPENDIX

MAY TELLS HER OWN STORY OF HOW THE BROKEN HOME EFFECTED HER

"I was eleven years old when my home was broken. It was caused by the attentions of another man for my mother. My mother boarded me out until I was large enough, or I thought I was old enough, when I went to work in a factory and roomed with another girl at the age of fifteen. When I realized that my home was broken and I would not have both my parents, it made me feel all alone and as if I would have no one to depend on. Being away from both parents, I often longed for their advice and companionship. How I wanted a real home!

"Both my parents have remarried, but they did not marry until after I had married so I never felt at home in their homes.

"Because my home was broken, I could not go to high school for my mother's interests were not on me as they should have been. I was moved from one boarding home to another so much that I became very discouraged in my school work.

"My parents parted several times, first when I was eleven years old and the last time when I was fourteen. This had a disastrous effect on my opportunity for meeting and entertaining young people. I wanted to have parties and have young people come to my home, but I could never have them. Finally I went to dances alone and of course got into bad company. No girl knows her mind at fifteen and I was so innocent of city life. I was all alone here in F----- a big city. My parents did not look after me at all.

"Not having a step-father until after I was married, he did not influence my life but I am sure that if my parents had lived together many of the unpleasant experiences of my life would not have happened. It would not have been necessary for me to have gone to work so young and I could have gone to school. I would not have gotten into bad company.

"Realizing the effects my broken home had upon me made me so sick of seeing the bad things my parents did that I wanted a good clean fellow for a husband.

"I was married before I was eighteen years old and with no knowledge or information about responsibilities of a wife and a home, I expected too much from my husband, so my first years of married life were full of difficulties which could have been prevented if I could have had the right sort of mother and instruction a girl should have. If mother had only helped me before and after my marriage instead of causing trouble between me and my husband, things would have been so different. I made up my mind a few years ago that my husband was the best friend I had on earth, so I won't let mother make trouble for us any more.

"The experience of my childhood home life has made me feel that I want to be a good mother to my three little girls and two little boys, be careful of the companions they have and be a real companion to them and have their confidence."

- 32 -

APPENDIX

CITATIONS FROM MOTHERS ON INFLUENCES
OF BROKEN HOMES

"Experiences have taught obviousness of causes of juvenile delinquency We all know that the loss of parent, lack of home comforts and necessities, proximity to boys, gangs or resorts of vice etc., have a demoralizing effect on the young When we see that 37 per cent of our cases lack the care of a man and woman legally their parents or even step-parents and living with them, and that eleven per cent more have step-fathers or mothers or adopted parents, it surely needs no argument to prove that these forty-eight per cent are at serious disadvantage in the matter of life training. It is significant that of the half-orphans more than twice as many have lost fathers as mothers.

"Setting aside gang connections, the leading cause of delinquency would seem to be the loss or absence of parents. Poverty, bad neighborhoods and bad homes take practically rank in the list. Employment of mothers is a factor almost as frequent, caused often by poverty, and itself leading to bad home conditions. It practically adds a considerable percentage to that indicating lack of normal parental care through loss of parents by death or separation." (24)

"The problem of family estrangement is ever present when dealing with juvenile delinquency, both as a cause of the delinquency and as a factor in determining what shall be done by the court for the young offender.

Of a total of 1071 boys and girls committed the parents were living together in thirty-eight ^{and eight tenths} per cent. Separated or divorced or both in thirty-one and three tenths per cent and one or both were dead in twenty-nine and nine tenths per cent of cases." (Study of Marion, Indiana Juvenile Court at Indianapolis)

"Study by Chas. A. Ellwood of 7,575 children in thirty-four Reform Schools show that twenty-nine and six tenths per cent came from families in which there had been divorce or separation. There were thirty-five and three hundredths percent where one or both parents were dead. There remain thirty-five and thirty-seven hundredths per cent coming from normal homes." (Taken from September Survey 1910, pp.886-9) (25)

(24) Mabel Carter Rhoades, "A Case Study of Delinquent Boys in the Juvenile Court of Chicago". American Journal of Sociology XIII, 1907-8 pp. 56, 63, 65, 73.

(25) Eugene M. Bushong, "Family Estrangement and Juvenile Delinquency", Social Forces, Sept. 1926. pp.79-83.

Morris G. Caldwell in a study of "Home Conditions of Institutional Boys in Wisconsin" says "In the study sixty-two and six tenths per cent of the boy delinquents came from unbroken homes and thirty-seven and four tenths per cent came from broken homes. Lampkin finds that sixty-three and five tenths per cent broken and thirty-six and five tenths per cent unbroken homes in a study of delinquent girls. There are over twenty-five per cent more broken homes among girl delinquents than among boy delinquents." (26)

Sheldon and Eleanor Glueck have written a book, "100 Criminals in Making and Unmaking", and this is what they have to say about the influence of the broken home. "The total of abnormal or deleterious home conditions amounts to eighty-four per cent of the entire group.

"A number of criminologists have recently begun to stress the significance of broken homes as a factor making for delinquency. (A.H. Sutherland Criminology 143-145)

"Out of a total of 3053 social studies of criminals made by Catholic Charities Probation in Court of General Sessions in New York City from January 1, to Nov. 1, 1926: because of the absence of either or both parents, 1440 - or forty-seven and one tenth per cent were products of broken homes. The removal of the missing parent, generally the father, was due to death, separation or divorce, desertion or hospital or institutional confinement and it was upon the mother that the care of the children devolved in nearly all cases. Forced to assume the role of bread-winner her duties as home-maker were necessarily neglected and her absence from home made it impossible for her to train her children and direct their activities. Even during the evening hours most of her time was devoted to the physical details of house-keeping and little time and energy was available for home-making in a larger sense." (27)

"Of forty cases of larceny twenty-two of them committed lacked normal home care before the age of fifteen. Sixteen of these were deprived of parental care before the age of ten. By the term broken home we include those homes in which either of the parents died, separated, or were divorced or remarried before the subject was fifteen. Results: (1) Effects upon the child, psychologically of family inferiority. (2) The effect of altercations which sometimes precede divorce. (3) Lack of discipline and guidance in the child's life thus permitting it to grow without definite standards or values. (4) Lack of adjustment to the new home conditions. This condition is very often a proximate cause for Nomadism and truancy." (28)

(26) Social Forces, VIII Mar. 1930 p.391.

(27) pp. 116-118.

(28) Fred Brown. "A Practical Study of Some Etiological Factors in Theft Behavior". Journal of Criminal Law and Criminology xx No. 2 (July 1931) pp. 246-247.

2000-2001

Juvenile Delinquency and Its Relation to Employment.

Parental condition: Considering these delinquencies as a whole they seem to show very clearly the effect of unfortunate parental conditions. Only fifty-seven and five tenths per cent of the boys and thirty-four and two tenths per cent of the girls were living under normal conditions; that is in their own homes with their own fathers and mothers. Seven per cent of the boys and seventeen and six tenths per cent of the girls were orphans or deserted children. Twenty-four and three tenths per cent of the boys and twenty-seven and nine tenths per cent of the girls were half orphans whose surviving parent had not remarried while the remainder lived with step-parents or with strangers. The loss of the father seemed much more likely to lead to delinquency than the loss of the mother; seventeen per cent of the boys were fatherless against seven and three tenths per cent without mothers, while among the girls eighteen and five tenths per cent had lost fathers and nine and four tenths per cent were motherless. The girls were markedly more unfortunate than the boys in regard to the parental condition. The number of children studied, 4,278 boys and 561 girls." (29)

(29) Summary of the Report on Conditions of Women and Child Wage Earners in the United States. Bureau of Labor Statistics Bulletin No. 175, p. 275.

BIBLIOGRAPHY

Breckenridge, Sophonisha P. "Neglected Widowhood in the Juvenile Court". The American Journal of Sociology, XVI 1910, pp.56-57-60.(July)

Bernard, L.L. Social Psychology, pp. 247, 255, 251, 257.
Henry Holt and Company, N.Y. 1926.

Brown, Fred. "A Practical Study of Some Etiological Factors in Theft Behavior." Journal of Criminal Law and Criminology, XX (July 1931)
pp. 246-247.

Colcord, Joanna "The Broken Home", Russel Sage Foundation, New York 1919.

Summary of the Report on the Condition of Women and Child Wage Earners in the United States. Bureau of Labor Statistics U.S. Department of Labor, Bulletin No. 175, (1916) p.275.

Bushong, Eugene M. "Family Estrangement and Juvenile Delinquency." Social Forces, V (September 1926), pp.79-83.

Caldwell, Morris G. "Home Conditions of Institutional Delinquents in Wisconsin." Social Forces VIII (March 1930), p. 391.

Cooley, Edwin J. Probation and Delinquency p.87. Thomas Nelson and Sons, N.Y. 1927.

Elmer, Manuel C. A Series of Eight Radio Talks, p.5. University of Pittsburg Radio Publication No. 56, 1930.

Glueck, Sheldon and Eleanor T. 500 Criminals in the Making and Un-making, pp.116-118. Alfred A. Knopf, N.Y. 1930.

Goodsell, Willystine. Problems of the Family, p.222. The Century Co., N.Y., 1928.

Groves, Ernest R. Social Problems of the Family, pp.161, 163, 164, 174-175. J.B.Lippincott Co., Philadelphia, 1927.

Groves, Ernest R. The Drifting Home, pp.81-82. Houghton Mifflin Co., Cambridge, 1926.

Healy, Wm. and Bronner, Aguata. Delinquents and Criminals, p.208. The Macmillan Co., N.Y., 1926.

Healy, Bronner and Murphy. Reconstructing Behavior in Youth, p. 34, A.A.Knopf 1929 New York and London.

King, Anna Elizabeth. Changing the Delinquent Attitude. p.69. Monograph, Published by School of Applied Social Sciences, Western Reserve University, Cleveland, Ohio, 1927.

BIBLIOGRAPHY (Continued)

Powell, Herbert E. Michigan the Peninsular State, p.26. State Department of Agriculture, Lansing, May 1, 1926.

Reutter, Edward Byron & Runner, The Family, McGraw Hill Co., New York, 1931, p.547.

Rhodes, Mabel Carter, "A Case Study of Delinquent Boys in the Juvenile Court of Chicago." American Journal of Sociology XIII (1907-8) p.56, 63, 65, 73.

Shaw, Clifford R. The Jack-Roller, p.110, University Chicago Press, 1931.

Three Problem Children, (Narrative from the Case Records of A Child Guidance Clinic) Publication No.2, Joint Committee on Methods of Prevention of Delinquency. 50 East 42nd St. New York p.69.

Thompson, Warren. Population Problems, p.73. McGraw-Hill Book Co., Inc., New York, 1930.

Van Waters, Mariam. Youth in Conflict, p.vi, p.xiv. New York Republic Publishing Company, 1925.

ROOM USE ONLY

Dec 21 '40

~~MAY 29 1964~~

Jul 10 '45

~~MAR 19 1965~~

Jul 31 '45

Feb 27 '48

~~APR 25 1965~~

Jul 23 '48

Feb 14 '50

Mr 8 '52

Fe 10 '53

May 18 '54

Aug 9 '57

Aug 13 '58

~~DEC 14 1959~~

~~JUL 31 1961~~

~~MAY 25 1962~~

~~MAY 28 1963~~

~~MAR 21 1964~~

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03177 9220