A SOCIOMETRIC STUDY OF THE BROOKLYN TRAINING
SCHOOL FOR GIRLS, SUMMER OF 1948

A THESIS
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BY
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This study would not have been possible without the generous help of other staff members, namely: Mrs. Grace Cohagen, Director of Social Service, and Miss Ann Chase, Assistant Director.
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CHAPTER I

INTRODUCTION

Although the institutionalization of delinquents is everywhere deerring to foster home care, there will always, presumably, be a large number for whom institutional living must be provided.

This study concerns 38 such girls, committed to the Brooklyn Training School for Girls sometime after February 1, 1948, and known to this student, in her capacity of activities supervisor, during the summer months of 1948.

This study was made with the help of the sociogram, individual case histories, a rating scale and participant observation. (The case records consisted mainly of communications between social agencies and diagnostic reports of the child's behavior as seen outside of the institution.)

The study was begun by the construction of a sociogram. The girls were assembled in the recreation room and advised that throughout the summer there would be activities both within the institution and out of it and that the program would be more successful if the girls resolved themselves into small groups. Each girl was asked to write down the names of any three girls in the institution with whom she would like to be associated. The request was worded as follows:

"We are planning several activities in which it will be necessary for you to be divided into small groups. In order
that you may be placed with those girls with whom you prefer to be associated, please write down, in order of preference, the names of any three girls in the school." (Most of the girls did this with little hesitancy. However, there were a few who had to be convinced of the legitimacy of the request, and one girl would volunteer only a single choice.)

The groups were formed as promised, and each girl was placed with at least one of her three choices of individuals resulted. The leaders were designated on the basis of choice by seven to nine girls. Near-leaders were chosen by five to six girls. Near-rejects were those chosen by only one to three girls, and Complete-rejects were those chosen by no one.

The identity of the girls studied has been designated A to LL, inclusive, with the first letters reserved for those chosen as leaders and the last reserved for those chosen as complete-rejects.

Next, rating scales were completed by the three afternoon supervisors, who, it was felt, knew the girls best, since they spent more time with them than did anyone else. Each supervisor rated only those girls under her immediate supervision. The items of the scale were earlier discussed with each supervisor in detail. The following constitutes the rating list in question:

Check each item which, in your judgment, describes the girl in question.
I. **Types of Non-Conforming Behavior**

1. Provoking fights with other children
2. Disrupting routine by disorderly conduct
3. Damaging property
4. Lateness
5. Stealing
6. Provocation and disrespect of adults
7. Unsatisfactory performance of chores and/or, observance of personal hygiene
8. Lying

II. **Symptomatic Personality Traits**

1. Compulsive, obsessive, rigid
2. Unusually worried about winning adult approval
3. Detached from reality
4. Belligerent, demanding
5. Easily excitable to a high pitch
6. Sadistic
7. Depressed, sullen, moody
8. Infantile
9. Masochistic
10. Feels persecuted
11. Self-conscious due to inferiority feelings
12. Generally relaxed and contented
13. Undefined chronic anxiety
14. Sneaky
15. Over-all dullness and passivity
16. Hypersensitive
17. Hyperactive
18. Wets bed
19. Sucks thumb
20. Truancy

III. **Relation to Parent**

1. Resentful
2. Indifferent
3. Positive

IV. **Attitude toward Commitment**

1. Accepting
2. Non-accepting

The rating scale used in conjunction with the sociogram
proved a useful combination. The sociogram provided a good picture of the child's position in the group, and the rating scale afforded clues to the reasons why a particular child adjusted as she did.

Further information was secured by the author's participant observation.
CHAPTER II

THE INSTITUTIONAL ENVIRONMENT

Brief History

The Brooklyn Training School and Home for Young Girls was founded on April 9, 1889, in a little two-story brick house at 360 Schermerhorn street. A member of the Society for the Prevention of Cruelty to Children suggested the idea, because in all of New York there was no place for delinquent Protestant girls.

Only a few girls could be accommodated in the first small home, but through repeated entertainments at the old Academy of Music and elsewhere, money was raised which made possible its removal to larger quarters at 336 Fourteenth street, where a year later the adjoining house was annexed.

In the autumn of 1894, the home was found too expensive for the means then at hand and it was deemed advisable to move to 27 Lafayette avenue. But difficult times were ahead. In November at a special meeting, it was decided not to continue the home longer than January 1, 1895. New interest was aroused however; and in 1895 new quarters were outgrown, so that a new residence at 1016 Fulton street was found, with not only more space within doors but ample playgrounds outside.

In the seven years between 1889 and 1896, 419 girls had been cared for.

In the spring of 1898 when an opportunity came to locate
the constantly growing work permanently, the present property at 1483 Pacific street was bought.

In 1917 work was started on the two wings of the present home and in November, 1923, the present building was completed and ready for occupancy. There were facilities for 70 girls, each to have her own room.

Physical Structure

The training school was located in an imposing stone structure in a congested Negro section of Brooklyn. The main building has four floors. The kitchen, dining hall and a large living room are on the first floor. The second, third, and fourth floors provide living quarters for the girls and supervisors. There are two wings; one serves as the school building, with the laundry located in the basement; the other serves as the administration building. The director, assistant director, and clerical workers have offices on the second floor. The third floor of this building also provides living accommodations for four staff members.

There is a recreation room in the basement that has a stage and potentialities for a useful rumpus room. The back yard is paved, and there are swings and space for a small ball diamond.

Personnel

Most of the information concerning personnel was obtained from the manual of the Training School and Home for Girls.
The initial attempt to set up a manual was not made until 1947, and there were still areas in which policies had not been formulated.

1. **Director.**--A description of the functions of the position of director states:

   It shall be the duty of the Executive Director to organize, administer and co-ordinate the entire program of the Training School and Home for Young Girls. She shall employ staff, assign duties, and make periodic evaluations of their work. She shall hold weekly conferences with each supervisor to review week's achievements and disappointments, shall plan and call regular conferences of the entire staff, (social workers, houseparents, psychiatrist, nurse, teacher, etc.), help in planning monthly meetings of the School staff, School Committee of the Board of Managers, and the Home staff. She shall supervise and be responsible for complete and accurate, case, medical, attendance, parole, city and state records. She shall supervise the condition of the plant daily. She shall attend professional meetings and participate in community welfare activities, and interpret the aims and objectives of the agency. She shall confer and report in writing to the Board of Managers Monthly, and in general guard wisely, not only the best interests of the children entrusted to her care, but those of the staff, the Board of Managers and the community.²

   For a person hired in this position, the following recommendations were made:

   (a) It is desirable that the executive director should hold a college degree or its equivalent; shall have had some work in social work. Applicants with some psychiatric background shall be given preference.

   (b) She shall have had administrative experience in a

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¹The manual recommends that the assistant director be a nurse.

settlement house, girls club, shelter or in a comparable correction and protective institution.

(c) She shall possess a fundamental interest in children, good health, unlimited patience, a sense of humor, abundant energy, and organizational and administrative ability.1

2. Assistant Director.--A description of the duties of the position of Assistant Director states:

(a) Under supervision of the physician in attendance, she shall administer such medications and treatments as shall be directed by the physician and dentist attending, and shall keep complete and accurate records of all medications and treatments given.

(b) She shall be responsible for arranging clinic visits and for presenting girls at proper clinic for special medical care, or for routine regular examinations, and shall keep accurate and complete records of such attendance.

(c) She shall relieve the Executive Director during vacation and during her hours off, and shall assist the Executive Director in any way she can and shall take part in weekly staff conferences.2

For a person hired as Assistant Director, the following recommendations were made:

(a) She shall possess a certificate in nursing or in Public Health from an accredited school or its equivalent.

(b) She shall have had experience in institutional or Public Health service.

(c) She shall possess an orderliness and a strength of personality that will enable her to gain the respect and control of a group of youngsters, and a sincere interest in the health and welfare of the girls

1Ibid., p. 9.

2Ibid., p. 10.
entrusted to our care.1

3. **Case Work Supervisor.**—A description of the duties of the Case Work Supervisor states:

(a) To assist the psychiatrist in setting up a successful psychiatric program, in making a complete case work study of each girl needing psychiatric attention, study, and treatment and be responsible for coordinating work of other case workers.

(b) To assist the psychiatrist in carrying out his recommendations, giving and evaluating tests, etc. and interpreting the girls to him.

(c) To work individually with the girl under the direction of the attending psychiatrist.

(d) She shall be responsible for complete and detailed records and reports of all work done.2

For a person hired as Case Work Supervisor, the following recommendations were made:

(a) She shall be a graduate of an accredited school of social work and shall have had training in psychiatry.

(b) She shall have had previous experience at a similar institution or in a clinic, shelter, public health center or court.3

4. **Case Worker.**—A description of the duties of the Case Worker states:

(a) Work closely with the Executive Director and Supervising case worker on intake and dismissal procedures and policies.

(b) She shall work closely with the courts, community

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1Ibid., p. 10.
2Ibid., p. 11.
3Ibid., p. 11.
agencies, and other institutions in securing material important to the solution of the individual girl's problem and with the home and parents during girl's stay at the Home and when ready to return to her own home.

(c) She shall make a thorough and conscientious study of the girl's employability, abilities, and capacity, find suitable employment, and maintain consistent and continued relationships with her until such time as she is 21 or can with assurance take her place in society without continuing guidance from the Training School.

(d) She shall make regular periodic visits to girls on parole whether at home, or employed and residing elsewhere.

(e) She shall keep complete and detailed records and reports of all work done, visits made, recommendations acted upon, conferences held dictating regularly and as soon as possible after each interview, visit, etc.

(f) She shall take part in staff conferences regularly.

(g) She shall be prepared to make reports etc. to the Board of Managers monthly.\(^1\)

The qualifications for Case Worker are the same as those for the Case Work Supervisor except a Case Worker will be given consideration for employment who at the time of application is enrolled in courses leading toward certification by an accredited school of social work.

5. **Supervisors.**--The specific duties of the supervisors seemed in need of detailed clarification. The duties were designated as follows:

(a) To be responsible for the supervision of those girls assigned to her.

\(^1\)Ibid., p. 12.
(b) To see that the girls performed their daily tasks assigned to them.

(c) To see that the daily routine was carried out smoothly and report those findings which she felt should be brought to the attention of the director.¹

The qualifications of the supervisors consisted of the following:

(a) It is desired that each supervisor have at least a high school education.

(b) She shall have a fundamental interest in children, an unlimited amount of patience, a sense of humor, good health, abundant energy.

(c) She should be a person who has lived a sufficiently satisfactory life in her own right so that she does not need to seek a disproportionate degree of emotional outlet or satisfaction.

(d) She should have developed an orderliness and a strength of personality that will enable her to gain respect and control of a group of youngsters.

(e) She must possess intelligence, a desire to learn, and a capacity for growth.²

6. Group Workers.--There was no description of the duties of the group workers. The group workers represented a recent addition to the staff, and their qualifications and duties were as yet undefined.³

7. School Teachers.--The school teachers were regular teachers of the New York City public school system and were

¹Ibid., p. 12.

²Ibid., p. 13.

³See p. 25 for description of qualifications and roles of Group Workers at time of study.
assigned to their positions by the local Board of Education. There were five teachers, one of whom was a Negro.

The remaining staff members, though important in the total program, had considerably less contact with the girls, so their positions will be only mentioned:

Dietician
Cook
Stenographer
Night Supervisor
Maintenance Man

8. The Consultive Staff.—This consisted of a psychiatrist and a physician, with a dentist and oculist available on a fee basis when emergency care at a clinic was not available.

9. The Race Factor.—There shall be no discrimination because of race, color, or creed. Employment at the Training School and Home for Young Girls shall be on the basis of health, ability, general personal and professional preparation and fitness to assume responsibility of the position for which there is a vacancy. Interest in the wholesome development of girls under our care and maintenance of such an atmosphere as shall enable each girl to participate successfully, to feel a part of the group, to gain a feeling of security, a sense of belonging, and the ability to establish new relationships shall be of paramount importance in consideration of applicants.¹

This race police, as carried out in practice, developed the following picture:-

¹Ibid., p. 1.
TABLE 1

PROFESSIONAL CATEGORY

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
<th>Negro</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Case Workers</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Group Workers</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Dietician</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>School Teachers</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Physician</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>5</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

TABLE 2

NON-PROFESSIONAL CATEGORY

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
<th>Negro</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Stenographer</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Night Supervisor</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Maintenance Man</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cook</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>8</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Girls Served

The Training School and Home for Young Girls served only delinquent Protestant girls, and there was a long waiting list in every borough. The girls were all committed to the institution by the courts and ranged in age from 11 to 17 years. All races were accepted. However, of the 38 girls in the school at the time this study was made, two-thirds were Negroes. The

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1Girls of the Catholic and Jewish faiths were not accepted.
high percentage of Negro girls was due, it is felt, to the fact that this agency pioneered in the development of an integrated policy and program.

Girls were not accepted whose intelligence ratings were lower than dull normal. All entrants were required to undergo psychiatric and physical examinations. Those exhibiting signs of psychoses or neuroses requiring extended special therapy were also rejected. The institution endeavored to admit only those girls who were able to benefit from group experience.

Most of the girls who came to the Brooklyn Training School had had limited contact with the courts, and in reading individual records it seemed that the first evidence of a difficulty was often revealed in truancy from school. Truancy was, in fact, the largest single cause for commitments. Next was sex delinquency, with failure to adjust to a foster home. Shop-lifting and stealing followed. Some of the girls were committed for all causes; others for varying combinations.

For the most part, they had never known a secure and stable home and had grown up in congested neighborhoods without adequate supervision from anyone. Most of them came from broken homes; many of them had known little but rejection throughout their childhood.

Though this institution has been in existence for some

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1"Sex delinquency" included all varieties of sex play in one's own age group and with older men.
time, none of the girls studied was placed there before February of 1948. It was believed for a time that the institution would have to close its doors because of financial difficulties and all of the girls were removed at the close of 1947. Money was secured, however, and the building was reoccupied.

The Daily Schedule

The rising bell rang at 7:00 A. M. The girls went downstairs to breakfast at 7:30, after which they made their beds and did household duties such as washing and pressing their personal things. Girls did most of the chores involved in meal preparation, laundering, and the general maintenance of the building. The duties were rotated every six weeks. The girls were assigned to these tasks completed them right after breakfast or after school, with the exception of the kitchen girls, who were busy until supper dishes were done. Classes were held from 9:00 A. M. to 12 noon and from 1:00 to 3:00 P. M. After school a girl's time was usually her own until supper, which was at 5:00 P. M. There was more free time until 9:00 P. M., at which time all went upstairs for baths and preparation for bed. Lights were all out at 10:00 P. M.

Activities

During the school session, there was only one recreation worker, and he was on duty from 3:00 to 5:00 P. M. In the summer, there were three workers. The girls went swimming
three times a week. Trips to the zoo, the beaches and various theatres were planned for them throughout the summer. Most of the girls were enthusiastic about the activities held outside the institution.

The classroom on the grounds provided for all of the girls who were in grammar school. There were a number of girls who should have been in high school, but, since provisions were not made for them, they, too, went to the grammar school, which they naturally found lacking in interest. There were frequent complaints from the girls about school on the score of its not being geared to their needs. For one thing, the school offered an academic program, and most of the girls would have preferred vocational training. Inasmuch as few, if any, of these girls would ever attend college, it would seem as though an adjustment should have been made here.

There was considerable bickering between the school teachers and the social workers. The teachers' approach tended to be dogmatic and inflexible, while the case workers insisted on the recognition of individual differences.

A religious service was held weekly, and each girl was expected to attend. The service was non-sectarian.

Movies were held twice weekly, and a bingo game every Saturday night was a highlight of the week, as it offered practical prizes such as nail polish, stockings, cold cream and other useful articles.

Sunday was visiting day, but few of the girls ever had
callers. As most of the parents lived in one of the five Boroughs, this would seem to constitute *prima facie* evidence of parental rejection.

Many of the girls expressed an interest in having members of the opposite sex come to their parties, but this was never permitted. As these girls were in the adolescent age when boys were becoming vitally important, it would seem as though this was a serious oversight on the part of the administration. This policy, perhaps, was responsible for so large a number of the girls exhibiting homo-sexual interest, and many of the supervisors felt this situation provoked much of the extremely aggressive behavior so apparent in this group.
CHAPTER III

AN INTERPRETATION OF THE FINDINGS

Those six girls considered the most destructive by their supervisors were among the eight who were the most popular with the group.

TABLE 3

DIVISION OF SUBJECTS AMONG LEADERS, NEAR-LEADERS, NEAR-REJECTS, AND COMPLETE-REJECTS

<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders</td>
<td>(Individuals chosen by from seven to nine subjects)</td>
<td>8</td>
</tr>
<tr>
<td>Near-Leaders</td>
<td>(Individuals chosen by from five to six subjects)</td>
<td>4</td>
</tr>
<tr>
<td>Near-Rejects</td>
<td>(Individuals chosen by from one to three subjects)</td>
<td>17</td>
</tr>
<tr>
<td>Complete-Rejects</td>
<td>(Individuals not chosen by any subjects)</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

Of the leaders in question, only B and G came from homes which accorded their children complete acceptance. B lived with her mother and siblings for the greater part of her life, and it was not until her mother became an "Angel" of Father Divine's and the girl found herself in an overly religious environment which prevented the normal freedom of action enjoyed earlier that she showed signs of maladjustment.

G had been reared by an aunt of whom she was very fond.
Her aunt had taken a great interest in her, and G had remained in her home until her early teens. Her difficulties seemed a matter of waywardness induced by her neighborhood surroundings primarily. The aunt in question has never desisted from her efforts to effectuate the child's discharge to her care.

B and G had relatively high I. Q.'s (96 and 99, respectively), and both had progressed and continued to progress normally in their school work.

The others had relatively low I. Q.'s (ranging from the low 70's to the upper 80's). These latter came from broken homes in which there had been no semblance of parental acceptance.

It was also noteworthy that A,C,D,E,F and H were difficult to reach. They seemed to have special blockings in relating to adults. B and G, however, related well to both the group and to adults.

TABLE 4
NON-CONFORMING BEHAVIOR
AMONG LEADERS

6 provoked fights with other children
5 provoked and were disrespectful of adults
4 disrupted routine by disorderly conduct
3 were given to unsatisfactory performance of chores and/or observance of personal hygiene
2 damaged property
1 lied habitually
TABLE 5
NON-CONFORMING BEHAVIOR AMONG COMPLETE-REJECTS

4 provoked fights with other children
4 disrupted routine by disorderly conduct
4 damaged property
4 lied habitually
3 provoked and were disrespectful adults
3 were given to unsatisfactory performance of chores and/or observance of personal hygiene
2 were given to lateness
1 was given to stealing

Both groups totaled approximately the same amount and character of non-conforming behavior, but the rejected group exhibited the greatest number of symptomatic personality traits. Of the total number exhibiting symptomatic behavior traits, sixty-one percent came from the rejected group, while only thirty-nine percent came from the leaders. The symptomatic personality traits of the eight leaders totaled forty-five, while those of the nine rejects totaled fifty-six.

TABLE 6
SYMPTOMATIC PERSONALITY TRAITS OF LEADERS

5 were rated unusually worried about winning adult approval
5 " " hypersensitive
4 " " beligerent, demanding"
4 " " depressed, sullen, moody"
4 " " truancy"
3 " " detached from reality"
3 " " easily excitable to a high pitch"
3 " " self-conscious due to inferiority feelings"
3 " " generally relaxed and contented"
2 " " sadistic"
2 " " feels persecuted"
2 " " undefined chronic anxiety"
1 was " compulsive, obsessive, rigid"
1 " " masochistic"
1 " " sneaky"
TABLE 7

SYMPTOMATIC PERSONALITY TRAITS OF COMPLETE-REJECTS

<table>
<thead>
<tr>
<th></th>
<th>were rated</th>
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<tbody>
<tr>
<td>6</td>
<td>&quot;depressed, sullen, moody&quot;</td>
</tr>
<tr>
<td>5</td>
<td>&quot;easily excitable to a high pitch&quot;</td>
</tr>
<tr>
<td>5</td>
<td>&quot;self-conscious due to inferiority feelings&quot;</td>
</tr>
<tr>
<td>5</td>
<td>&quot;hypersensitive&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;detached from reality&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;belligerent, demanding&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;unusually worried about winning adult approval&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;infantile&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;feels persecuted&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;generally relaxed and contented&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;over-all dullness and passivity&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;truancy&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;undefined chronic anxiety&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;sneaky&quot;</td>
</tr>
<tr>
<td>1</td>
<td>was &quot;compulsive, obsessive, rigid&quot;</td>
</tr>
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<td>1</td>
<td>&quot;masochistic&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;hyperactive&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;wets bed&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;sucks thumb&quot;</td>
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</table>

The leaders were found to be predominantly of a piece with the complete-rejects in both the quantity and the character of non-conforming behavior. However, it was another story when it came to symptomatic personality traits, where the rejects were characterized by twice as many varieties of maladjustment as were the leaders.

The leaders exhibited some measure of sadism. This was not found among the complete-rejects. On the other hand, the complete-rejects uniquely exhibited infantilism, over-all dullness and passivity, hyperactivity, enuresis, and thumb sucking.

Age seemed to help group status, for four times as many
rejects were under fourteen, while none of the leaders were under fourteen, and three times as many of the group leaders were fifteen. Intelligence, however, seemed to have little to do with group status.

The near-rejects comprised the largest single group, seventeen. The leaders and complete-rejects were almost identical in number, eight and nine respectively. The near-leaders was the smallest of all of the groups, accounting for four.

Only two of the white girls were rated by the supervisors (all of whom, by the way, were colored) as exhibiting any type of non-conforming behavior, and both of these were "accused" only of unsatisfactory performance of chores or carelessness in the area of personal hygiene. Nineteen Negro girls were rated "non-conforming," and their misconduct ran the gamut. The types of non-conforming behavior most frequently exhibited were, in order of frequency: (1) provoking fights with other children, (2) disruptive conduct, (2) provocation and disrespect of adults, (3) unsatisfactory performance of chores or carelessness in matters of hygiene, (4) damaging property, and (5) lying.

There was a high correlation between white and Negro groups in the findings concerning symptomatic personality traits. The only extreme deviation was the complete absence of truancy in the white group.
TABLE 8
RELATIVE STATUS BY RACIAL GROUP

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<tr>
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<td>28</td>
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</tr>
</tbody>
</table>

Of the twenty-eight Negro girls, only five chose white girls, while seven of the ten white girls chose Negroes. It was felt that the white girls may have chosen a larger number of Negro girls in proportion because the number of Negro girls permitted a wider choice while the opposite would be true in the case of the Negro girls in their choice of white girls. Early race conditioning may have entered into the choices, for all of the white girls' case histories, except one, indicated northern or foreign ancestry (this one chose all white girls) while the greater number of Negro parents came from the South.
CHAPTER IV

INSTITUTIONAL PERSONNEL AND DUTIES

Staff Structure

Role of Director and Assistant Director.--The director was a middle-aged white man who had had several years experience as a cottage father. The position as director of Brooklyn Training School was his first job of such responsibility. He had however, completed all of the requirements for the master's degree in social work. He delegated many of his responsibilities to the assistant director.

The assistant director was an untrained middle-aged Negro woman with a high school education and several years experience as cottage mother in a school for delinquent girls.

The salaries of the director and assistant director were $4000 and $3000 per annum, respectively.

Role of Case Workers.--The three case workers had been trained at accredited schools of social work. The case work supervisor and one other, both of them white, had received their training at the New York School of Social Work. The third case worker, who was a Negro, had received her training at the University of Michigan. The latter two workers were recent graduates, but the case work supervisor had had several years of case work experience. The case work supervisor was paid $3600 and the two subordinate case workers $3000 annually. At the time this study was made, the case work department had
been in existence barely four months.

The workers interviewed some of the more disturbed girls, but detailed records were not being kept, because there was no clerical worker. Some of the girls were referred to the staff psychiatrist, but treatment could not always be readily facilitated.

The case workers and activities supervisors often disagreed on practices. Even the director and assistant director took frequent exception to the recommendations of the casework staff. It would seem as though many of these differences would have been straightened out if the case workers and supervisory personnel had joint staff meetings. For example, the case workers felt that a girl should not be deprived of the privilege of a home visit for misbehavior, while the supervisors felt otherwise: here was obviously a golden opportunity to further the professional growth of the relatively untrained supervisory personnel.

Role of the Group Workers.—The three group workers employed at the training school during the time of this study had various backgrounds. The male group worker was a young white man who came to the agency with long experience in public school recreation. He was a college graduate.

He placed emphasis on physical activities and developed

1 Applicants were being interviewed for this position at the time this study was made.
sports such as baseball, swimming, and badminton.

One of the two women group workers was a young white graduate of an accredited school of social work who had specialized in group work; she had had little experience, however, outside her field-work training. The other woman group worker was a Negro student who had had some experience in group work but was a second year student of case work at an accredited school of social work.

The group workers had been hired for only the duration of the summer season and were paid on the basis of $3000 per annum.

During the eight weeks of this study, exactly $100 was allotted to meet the commercial recreational, equipment, and transportation needs of the 38 girls involved. A good deal of this money was spent for arts and crafts materials.

The program as a whole comprised three swimming trips weekly, four major excursions (e.g., to Coney Island's Amusement Park), dramatics, clay modeling, finger painting, and sewing.

Role of Supervisors.—Of the six supervisors, two had college training: one held a normal school certificate in home economics, and the other was currently completing requirements for a master's degree in chemistry. The other four had high school educations, and one of them had had several years of experience at a similar institution. There was a high turnover in staff. They received $1600 a year and often
adduced their salary level as the reason for a lack of interest in the program.

The supervisor began her duties by getting the children up in the mornings. She saw that they went to meals and performed their specific duties, such as cleaning their rooms or other parts of the building. She dispensed the cigarettes and any money a girl may have had on deposit. She saw that the girls received linen and toilet supplies. She supervised their leisure time and often took part in their activities. She saw that they took showers in the evening and were locked in their rooms by ten o'clock.

The supervisors were with the girls the whole of their working day except when the girls were in school. When the girls left the building for recreational purposes, the supervisors occasionally accompanied them.

Living accommodations were available to the supervisors, but none of them chose to live in.

While there was a head case worker, there was no head supervisor. It was common for a supervisor to encounter a problem and not know to whom she should go for assistance. Bringing one's problem to the director might well elicit an answer totally different from that forthcoming from the assistant director.

The supervisor enjoyed an ambiguous status at best. She had no latitude for example, in excluding a girl from special privileges for the commission of an offense. By way of
A girl would refuse to clean her room. She would defy the supervisor to compel her. When the supervisor reported this situation to the director, the director would either send for the offender and attempt moral suasion or criticize the supervisor for being ineffectual. He at no time either himself initiated or permitted the supervisors to initiate any form of limiting or corrective action, such as a denial of common privilege. Whatever the merits of this philosophy, the fact remains that most of these girls had come from homes where there was much inconsistency and they needed at least orderly and consistent treatment.

The case workers were regarded by the supervisors as would-be know-it-alls who attached little value to the opinions of others.

Apparently, the ideal solution would be the displacement of existing supervisory personnel by highly trained, appropriately compensated therapists. Given insufficient funds, the next best solution would be systematic in-service, leadership training for the personnel in question coupled with regularly scheduled and frequent conferences involving the entire staff.
CHAPTER V
BEHAVIOR POLICY AND PRACTICES

Smoking

Each girl was permitted to smoke at five different periods during the day. Those times were after breakfast, after lunch, after school, after supper and just before going to bed. Even though these girls were only ten to seventeen years of age, every one except a single eleven-year-old had already acquired a taste for tobacco. The majority of the girls had been smoking before they came to the training school, and those few who had not, proceeded to acquire the habit soon after their arrival.

Even though all were permitted to smoke, only those girls who had money could buy cigarettes. Since many of the girls never received any money from parents, they either had to beg cigarettes or go without. It would seem at least an open question whether it might not have been good institutional practice to provide minimal cigarette rations for all.

Pocket Money

There should have been a plan by which each girl, regardless of parental assistance, would receive regularly a minimum amount of spending money. This practice would have helped to eliminate the habit of promiscuous solicitation, which already had a hold on many of the girls. For example, in the course
of an excursion to the beach one holiday, the girls proceeded to spend the small amount of money provided by the institution for this occasion and then immediately began soliciting funds from total strangers.

Clothing

The clothing of the majority of the girls was inadequate. As a rule, they came to the institution with cheap and inappropriate clothing, and if there was no one on the outside able and willing to buy for them, and usually there was not, the girl's wardrobe was not replenished; consequently, few of them were able to look presentable in or out of the institution. As these girls were at the age when appearance meant so much to them, it seems a pity that provisions were not made to supply them with serviceable and attractive clothes. Boxes of old clothes were often sent in by charitable people and distributed among the girls, but often these were illfitting and in poor repair. The lack of proper clothing added noticeably to the children's insecurity.

Table Manners

Although there was a crying need for schooling in the social amenities in general, the need seemed greatest at table. There was little apparent effort to improve the table manners of these girls. Talking with one's mouth full, reaching clear across the table, and never saying "please" or "thank you" when food was passed, seemed to be the vogue.
Sex Problems

The supervision was such that at times girls succeeded in passing the entire night in each others rooms with the usual results in terms of homosexuality.

There was no provision for the inclusion of boys in the program. There was no such thing as a weekly dance or other wholesome mixed group activities under institutional supervision.

At the same time, there was no systematic program of sex education at the class-room level.
CHAPTER VI

CONCLUSIONS

The Brooklyn Home and Training School for delinquent girls has been in existence for nearly sixty years. It has been serving Protestant girls from ten to seventeen years of age residing in all boroughs of New York City. Girls have been committed to the institution by the courts regardless of race or national origin.

This study of thirty-eight girls was made with the help of the sociogram, limited case records, a rating scale and participant observation. The activities supervisor was trusted for the more detailed picture of each child's present adjustment.

The staff, at the time of this study, comprised a professionally trained director, a relatively untrained assistant director, a case work supervisor and two subordinate case workers all of whom were graduates of accredited schools of social work, six activities supervisors of no particular professional training, three professionally trained group workers, and a consultive staff of psychiatrist, physician, etc., who were on call. In the professional brackets, there were eleven whites and five Negroes. In the non-professional category, there were two whites and eight Negroes.

The thirty-eight girls comprised ten whites and twenty-eight Negroes, ranging in age from eleven to seventeen. None
were subnormal mentally. All had been committed after February, 1948.

In applying the sociometric techniques "leaders" were defined as the choice of at least seven girls, "near-leaders" as the choice of five or six girls, "near-rejects" as the choice of at least one but no more than three girls, and "complete-rejects" as the choice of none. By these definitions, the group comprised eight leaders, four near-leaders, seventeen near-rejects and nine complete-rejects.

Leaders accounted for one-fourth the Negro population. None of the white girls fell into this category. On the other hand, a good fourth of the Negro population were complete-rejects, while only a tenth of the white girls were in this category.

The great disparity in background between the professionally trained and the relatively untrained members of the staff was not compensated for by a program of in-service training or frequent staff conferences. In consequence, there was a good deal of intra-staff friction, with the inevitable detriment to the feelings of security enjoyed by the population whom this institution was undertaking to serve.

Problems which seemed to permit of some improvement in handling were in the areas of smoking, the acquisition of pocket money, clothing, the social amenities and sex.

The value of this study is limited regretably by the unavailability of detailed life histories covering the subjects
concerned. Certainly the interpretation of the sociometric results would have more nearly approximated significance had this data, coupled with detailed observational notes, been ready at hand.
### APPENDIX A

**Raw Data for Sociogram**

```
|   | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | CC |
| L | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| C | 1 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| P | 2 | 2 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| K |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| LL| 2 |   |   |   | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A | 3 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| E |   |   | 2 | 3 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B |   | 3 |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| T |   |   | 2 |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| W |   |   |   | 1 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| O |   |   |   |   | 3 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| V |   |   |   |   | 2 |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| J |   |   |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| G |   |   |   |   |   |   |   |   | 3 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| X |   |   |   |   |   |   |   |   | 1 |   | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| FF| 2 | 3 | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| R |   |   | 2 |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| S |   | 3 |   |   |   |   | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| T |   |   |   | 1 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| EE|   | 2 | 1 | 2 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| BB|   | 3 | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| GG|   |   | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| JJ|   |   |   | 3 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Y |   | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| DD|   | 3 |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| HH|   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Q |   | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| F |   | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| M |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| U |   |   |   | 2 | 3 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| K |   |   |   |   | 2 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Z |   |   |   |   |   | 1 | 1 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| H |   |   |   |   |   |   | 3 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| N |   | 3 |   |   |   |   |   | 2 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AA|   |   | 3 | 2 |   |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| D |   |   |   |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| CC| 3 | 2 |   | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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### Non-Conforming Behavior

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**Total:** 4420.0531

### Symptomatic Personality Traits

| Leaders | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|        | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
|        | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
|        | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
|        | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
|        | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |

**Total:** 6420.0531

### Comparison of Leaders and Complete Rejects

| Rejects | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| EE      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| LL      | X | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X |
| DD      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
| FF      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
| HH      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
| II      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
| KK      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
| GG      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |
| JJ      | X | X | X | X | X | X | X | X | X | X | X | X |   | X | X | X | X | X | X | X |

**Total:** 1442.1334
APPENDIX D

AGE DISTRIBUTION OF SUBJECTS

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