

A SURVEY OF THE
GIRLS' INDUSTRIAL SCHOOL
BELOIT, KANSAS

A THESIS

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INTRODUCTION

The purpose of this thesis is to give a report of a recent survey of the Girls' Industrial School, Beloit, Kansas.

Part I of this report has to do with the control and administrative policies of the School. The material for this section was secured through a survey of the buildings and grounds, interviews with Miss Coyner, the superintendent, and from recent Biennial Reports of the institution.

Part II deals with family and personal data relative to the inmates as shown by the register at the School.

Part III concerns the intelligence, educational achievement, and personality of the girls. It is based on the results of a battery of intelligence, vocabulary, achievement, and personality tests which were given to all available girls in September 1933.

Surveys of the Girls' Industrial School were made by the Kansas State Teachers College of Emporia in 1923, 1926, and 1931. The first two were under the direction of Dr. E. R. Wood, Director of the Bureau of Educational Tests and Measurements of the Teachers College at the time of the testing. The results of the first survey are available in the Bureau at the present time but no published report of the work was ever made. A report of the 1926 survey was given in the January issue of *Teaching*, a journal published by the Teachers College. This report gives the personal and family status of the girls as shown by the register, and the mental and educational standings

as shown by the results of a number of tests given to the girls. The 1931 survey was under the direction of the Psychology department of the College; Dr. Stroud, Dr. Tomlinson, Dr. Gray, and Dr. Schrammel giving the tests. These results are also unpublished.

The survey which is the basis of this thesis was made under the direction of Dr. Tomlinson in September 1933. Dr. Tomlinson, Dr. Gray and the writer on September 9 and 10 gave to all available girls of the institution a battery of intelligence, achievement, and personality tests. These tests were scored and the results recorded by the Measurements department of the Emporia Teachers College.

PART I

ORIGIN, CONTROL AND ADMINISTRATION OF THE GIRLS' INDUSTRIAL SCHOOL

The Girls' Industrial School was established through the generosity of citizens and the interest of the Women's Christian Temperance Union, who in 1888 established a home for wayward girls at Beloit, Kansas.

The expansion and development have been made possible by the interest of the people of the state in the reclaiming work of the school. In 1889, I. D. Young, of Beloit, prepared a bill which was introduced into the legislature, providing for state control and an appropriation of \$25,000 for an administration building and \$10,000 for maintainance. When the institution became the property of the state, Kansas came into possession of a gift of eighty acres of land, situated just north of the city limits of Beloit. The farm now consists of about two-hundred acres.

The Girls' Industrial School is under the control of the State Board of Administration. The governor of the state is chairman of the Board. At the time of the survey the Board was composed of Alf M. Landon, chairman, Dr. James M. Scott, vice-chairman, T. W. Woodward, and Seth G. Wells. This board appoints all officers and employees of the school.

A superintendent has active charge of the institution. The Girls' Industrial School has been most fortunate in having

its capable superintendent, Miss Lula Coyner, retained through administrations by both political parties. She was appointed as superintendent in January 1925 and has held that responsible position continuously since that date. For three years prior to her appointment as superintendent of the institution she was principal of the academic unit. This gave her a working knowledge of the purpose, problems, and methods used in conducting the school.

The superintendent has under her a staff of from thirty to thirty-five persons. This includes a matron, assistant matron, secretary, five cottage managers, parole officer, six teachers, music supervisor, chaplain, physician, three relief officers, night officer, engineer, farmer, assistant farmer, gardner, utility man, night watchman, two kitchen supervisors, and supervisors for the dairy, laundry, and poultry.

Girls are committed to the Industrial School on charges of various forms of delinquency or transgression, through the juvenile or probate courts with an occasional case from a district court. The first commitments to the school were two sisters in 1889, aged nine and twelve years respectively. At the time of the survey the number of the last commitment was 2414. At that time there were 148 girls in the institution.

Recognizing that physical maladjustment is often the basis of social maladjustment, one of the first steps when a girl is received at the school is a thorough physical examination

of eye, ear, nose, throat, and skin condition, and the correction of physical defects and treatment of diseases discovered. When committed to the institution, girls are given tests for venereal disease and if either is positive she is isolated for treatment until such time as it is considered safe for her to associate with the other girls. It was the practice up until the summer of 1933 to send the girls to Lansing for this treatment but the Board thought it was unwise to have the girls associate with the older women found there.

The general health of the girls is exceptionally good. Medical treatment is provided by the physician in charge who makes visits upon request or in cases of emergency or special cases. The matron is also the nurse. Serious illnesses and operations are cared for at the Beloit hospital.

An annual appropriation of \$480 is made for dental work and this fund is always exhausted at the close of the fiscal year.

Every fall the girls' throats are examined and cases of diseased or enlarged tonsils are treated. If it seems advisable the tonsils are removed.

Well balanced meals, regular hours for eating, working and relaxing, all of which are in evidence in the Girls' Industrial School, make for the basis of good health and the administration deserves much credit for the excellent physical condition of the girls.

The Industrial School presents a most attractive view

to the visitor. The grounds resemble those of a college campus more than the traditional penal institution. The entire absence of walls removes any prison atmosphere. The buildings consist of five cottages, a school building, engine house, laundry, ice house, and dairy room, all of native stone. In addition there are a number of frame buildings, officers' cottages, root house, workshop, and chicken-houses.

The Girls' Industrial School is nominally organized under the cottage system. The girls are divided among five cottages but the number of inmates in the institution necessitates larger groups than is approved under the cottage plan. East Cottage houses 47, Main 31, Cottage One 35, West Cottage 21 and Cottage Two 14. The personnel of each cottage consists of varied individuals, the only attempt to classify being the placing of the colored girls in Cottage Two and in general the girls who promise the best academic work in Main Cottage.

Some of the girls have individual rooms though many are forced to share a room with another. All of the beds are single. The third floor of West Cottage is a large dormitory accommodating fifteen girls. The girls are encouraged to make their rooms as attractive as possible. Some have made rag rugs for the floors. They are allowed to have pictures and other trinkets dear to the hearts of girls.

The first floor of East Cottage is used as a home for the teachers and officers. This floor also contains a guest room. The first floor of Main Cottage is given over to administrative

offices and the superintendent's suite. The dining rooms, both officers' and inmates', are in the basement to this cottage. The art room is also located in this basement. While Main Cottage and East Cottage are two separate buildings, they are joined by a covered passage and to a casual observer from the outside present the appearance of one large building.

Each cottage contains a living room which is used as a recreation room. Here approved magazines are kept and the girls spend their leisure time.

The life of the school is organized with the five cottages as centers. Each cottage has a manager who is in charge of the girls in that building when they are not on detail or in school. The girls within one cottage are handled as a unit. Their dresses are cut from the same print and over the same pattern; they sit together at school, in chapel, and at the table; they work together and play together. Girls of one cottage are not allowed to communicate with those of another cottage. While one group plays another group is not allowed to watch; they take turns using playground equipment. This plan is used to facilitate discipline and to avoid any tendency to promote trouble.

The inmates at the Girls' Industrial School do all the work connected with the care of the buildings and grounds except that which requires men's strength. It keeps the girls busy, but busy folks are contented folks. The daily schedule is as follows:

Week Days

| | |
|---------------------------------|------------|
| Rising Bell ----- | 6:00 |
| Breakfast ----- | 7:00 |
| Household tasks ----- | 7:30-8:00 |
| Passing of details ----- | 8:00 |
| School ----- | 8:25-11:30 |
| Dinner ----- | 12:00 |
| Passing of details ----- | 1:00 |
| School ----- | 1:25-4:30 |
| Supper ----- | 5:30 |
| Recreation and study hall ----- | 6:00-7:30 |
| Devotions ----- | 7:30 |
| Retire ----- | 8:00 |
| Lights Out ----- | 9:00 |

Sunday

| | |
|---------------------|------------|
| Rising Bell ----- | 7:00 |
| Breakfast ----- | 8:00 |
| Sunday School ----- | 9:30-10:30 |
| Dinner ----- | 1:00 |
| Chapel ----- | 3:00-4:00 |
| Supper ----- | 5:30 |
| Recreations ----- | 6:00-7:30 |
| Devotions ----- | 7:30 |
| Retire ----- | 8:00 |
| Lights out ----- | 9:00 |

A central laundry does all of the laundry work for the institution.

The garden, dairy herd, and poultry contribute much to the food supply of the school. The cherry orchard yields bountifully and about two thousand quarts are canned for winter use. The gardens furnish fresh vegetables in season and a great quantity is stored in cans and cellars for winter.

The poultry consists of White Rock chickens, bronze turkeys, and mallard ducks. Each year fifteen hundred White Rock chiks are cared for with brooder stoves. During most

of the year a sufficient supply of eggs is gathered for the tables of both officers and girls. Any surplus is put in water glass for use during the cold weather. Many of the spring chickens are caponized and supply the tables for holidays and Sunday dinners.

The poultry yard is fenced and shaded with trees. The buildings consist of two brick colony houses, one brick brooder house, two frame colony houses, one frame brooder house and a frame feed house. A cement pond is a source of delight to the duck family.

In the Holstein dairy herd there are fifteen pure breeds and fifty-two grades. The school takes great pride in the fact that this is one of the state herds to receive special recognition from the National Dairy Association. An average of 493 pounds of butter is churned each month. This school is one of the few state institutions which furnishes butter to the inmates. Butter and milk add much to the regular bill of fare.

The present superintendent of the Industrial School is making every effort to provide an efficient academic school system for the girls. All of the instructors in the school hold teaching certificates valid in Kansas. Four of them hold life certificates and degrees from state colleges, one has forty-seven hours of college credit and a Normal Training certificate, and one has a three years state certificate from the Kansas State College.

It had been the practice up until the beginning of school in September 1933 to devote a half day to academic schooling and give the other half day to industrial training and detail work. With the opening of school in September part of the girls were given a full day in the school room.

Separate classes are organized for the sixth, seventh, eighth, and ninth grades and commercial classes. Those below the sixth grade are grouped in an opportunity room and are taught according to their ability to master material presented for those grades in an ordinary school. The two eighth grade classes, the opportunity room, and the sixth grade attend school all day, the others attend only half a day. The colored girls are in an ungraded room by themselves.

The grades spend one half day in the sewing room each week and a half hour three times a week in the gymnasium.

The state course of study is followed for the grades and the bi-monthly examinations are used. The ninth grade is taught English, algebra, psychology, and civics. The commercial class is given Gregg shorthand, typing, business arithmetic, English, and spelling.

When the girls are not in school their time is given over to the details of cooking, sewing, laundrying, dairying, poultry raising, gardening, music, and art. They are given the idea that a knowledge of home building is the first essential in their training.

The only library in the school consists of books that have been donated. However, each cottage has a copy of the following

periodicals: Ladies Home Journal, Woman's Home Companion, American, Nature Study, American Cookery, American Boy, Pathfinder, Christian Advocate, Etude, Good Housekeeping, and Current Events. These are placed in the recreation rooms so that all of the girls have access to them.

The art department does a variety of work, including all kinds of repair work, mending, pressing, upholstering, covering hat boxes, repainting bowls and trays, and braiding rugs from old, dyed materials. Pictures are reconditioned, frames are painted and faded pictures exchanged for new ones taken from magazines. Fancy sheets, pillowcases, drapes, curtains, curtain tie backs, lunch cloths, vanity sets, towels, cushions, and door stops are made for the various buildings on the campus. Decorations are made for the dining room and chapel.

Orders are filled for party favors, tallies, greeting cards, and mottoes.

The music department is under the direction of a music supervisor who is a graduate of Kansas State College.

All of the girls get some music instruction. Public school music is taught in each school room, in thirty minute periods, twice a week. Three days each week are devoted to private lessons. Forty girls are receiving private instruction.

The chorus and orchestra each practice three times a week. The orchestra is composed of a piano, three violins, two 'cellos, one banjo, one xylophone, and one drum, but the following new instruments are being added: one bass viol, two clarinets, two saxophones, two trumpets, and a slide

trombone. The orchestra plays for Sunday School, chapel, and special programs.

One of the outstanding activities at the Girls' Industrial School is the Sunday School. At nine-thirty each Sunday morning the girls march to the auditorium where the service is opened with the flag salute. The previous Sunday's lesson is reviewed and the day's lesson is presented by Miss Fessler, the secretary. During the Sunday School hour messages received during the week from paroled girls, the Board of Administration, and other friends of the school are read. Questions of economy, honor rolls from school, and interesting reports from departments are discussed.

Chapel services are held Sunday afternoons from three to four o'clock. This service is directed by a minister from the Beloit Ministerial Association, the different ministers in the association take turns in conducting it.

Although the Girls' Industrial School is classified as a penal institution, every effort is made to efface any impression of punishment. All cases of discipline are cared for by the superintendent. During exhibitions of prolonged passion or temper, sometimes amounting to temporary insanity, certain types are confined in strong rooms where they can do no harm to themselves or others. This form of punishment is used only in extreme cases and only after all other known forms of mild punishment have been tried and exhausted. The girl is

released on evidence of repentance and an expression on her part of an attempt at better deportment. Occasionally extreme cases are transferred to other institutions.

A girl earns eligibility to parole by good conduct and an evidence of ability for self support. Each day with good behavior she earns three merits, and in a month she earns a credit. Twenty-four credits are required for parole but since extra credits are given for good behavior for three months, she may earn her twenty-four credits in less than two years.

During the period of her parole, a girl is visited by the parole officer from one to six times as is necessary. She is required to send in a monthly report and must attend church regularly.

In many cases it is unwise to return a girl to her home. A careful investigation is made of the girl's home before parole. If the environment is good and her parents are willing to cooperate with the school for her best interests she is permitted to go home. However, in many instances, if she returned home temptations would be too great, she would meet old associates and slip back into the old way of living. For this reason many, when ready for parole, are placed in homes found for them by the school.

Some secure positions in the commercial field, others work as beauty operators, telephone operators, waitresses, seamstresses, factory workers, maids and housekeepers.

When a girl is paroled she is given a supply of clothing which should last six months. This is made in the sewing department. An outfit consists of the following articles: six house dresses, one kimono, one silk or wool dress, one silk slip, two white slips, two pairs white bloomers, two pairs dark bloomers, three night gowns, one cap, twelve sanitaries and one belt.

Some girls ask permission to marry while on parole and the School always gives its consent if, after a thorough investigation, the facts in the case justify it.

A girl may be paroled but she is never discharged until she is eighteen years old. A girl is automatically discharged when she becomes twenty-one years of age whether she is in the institution or out on parole.

PART II

PERSONAL AND FAMILY SURVEY

At the time of the survey there were 148 inmates in the Girls' Industrial School. Data relative to the personal and family status of the girls were available in the institution register for the entire number.

The records show that 13 of the girls are negro, two are Indian and the remaining 133 are white. There is no record concerning the nationality of the parents.

The majority of the group is normal age for junior or senior high school. The girls range in age from 11 years, 11 months to 20 years, 5 months with a median age of 17.2 years.

Table I shows the number and per cent of girls of each age at the time they were committed to the school and also the number and per cent of each age at the time of the survey.

TABLE I

THE NUMBER OF GIRLS IN THE INDUSTRIAL SCHOOL AND THEIR AGES

| Age nearest birthday (1) | At time of Commitment | | At time of survey | |
|-----------------------------|-----------------------|-----------------|-------------------|-----------------|
| | Number (2) | Per cent (3) | Number (4) | Per cent (5) |
| 20 | | | 3 | 2.0 |
| 19 | | | 19 | 12.8 |
| 18 | 3 | 2.0 | 19 | 12.8 |
| 17 | 18 | 12.1 | 39 | 26.4 |
| 16 | 33 | 22.3 | 29 | 19.6 |
| 15 | 43 | 29.1 | 16 | 10.8 |
| 14 | 21 | 14.2 | 18 | 12.1 |
| 13 | 13 | 8.8 | 3 | 2.0 |
| 12 | 11 | 7.4 | 2 | 1.4 |
| 11 | 3 | 2.0 | | |
| 10 | 3 | 2.0 | | |
| Total | 148 | | 148 | |
| Median Age | 15.5 | | 17.2 | |

Read table thus: There are 3 girls who were 18 years old at the time of commitment. Also there are 3 girls who were 20 years old at the time of the survey.

In Table II is shown the number of girls who had been in the school various lengths of time. The median period of residence in the institution including the time certain ones, who later were returned to the institution, were on parole is 1 $\frac{1}{2}$ years. This agrees approximately with Table I where the difference in median age from commitment to the time of the survey is 1.7 years.

TABLE II

LENGTH OF TIME THE GIRLS HAD BEEN IN THE GIRLS' INDUSTRIAL SCHOOL AT THE TIME OF THE SURVEY, SEPTEMBER 9, 1933

| Time in the Industrial School (1) | Number of cases (2) | Per cent (3) |
|--------------------------------------|------------------------|-----------------|
| 0 to 3 months | 13 | 8.8 |
| 4 to 5 months | 3 | 2.0 |
| 6 to 8 months | 20 | 13.6 |
| 9 to 11 months | 10 | 6.8 |
| 1 to 1½ years | 28 | 18.9 |
| 1½ to 2 years | 28 | 18.9 |
| 2 to 2½ years | 16 | 10.8 |
| 2½ to 3 years | 6 | 4.0 |
| 3 to 3½ years | 7 | 4.7 |
| 3½ to 4 years | 7 | 4.7 |
| More than 4 years | 10 | 6.8 |
| Total | 148 | |
| Median | 1½ years | |

Read table thus: There are 13 girls who had been in the Industrial School between 0 and 3 months at the time of the survey. Also these 13 girls represent 8.8 per cent of the entire school population.

SCHOOLING RECORD

All of the girls in the Industrial School had attended school before their admittance to the institution. The number and per cent that were in each grade when they last attended school prior to their commitment is shown in Table III.

TABLE III
 NUMBER OF GIRLS IN EACH GRADE WHEN LAST IN SCHOOL PRIOR TO
 ADMITTANCE TO THE GIRLS' INDUSTRIAL SCHOOL

| Grade (1) | Number (2) | Per cent (3) |
|--------------|---------------|-----------------|
| 11 | 4 | 2.7 |
| 10 | 11 | 7.5 |
| 9 | 18 | 12.2 |
| 8 | 40 | 27.2 |
| 7 | 29 | 19.7 |
| 6 | 18 | 12.2 |
| 5 | 12 | 8.2 |
| 4 | 11 | 7.5 |
| 3 | 2 | 1.4 |
| 2 | 1 | .7 |
| 1 | 1 | .7 |
| Total | 147 | |
| Median | 7.9 | |

Read table thus: There are 4 girls or 2.7 per cent of the entire group who were in grade 11 when they were last in school before their admittance to the institution.

It will be observed that the grades in the above table ranged from the first to the eleventh with the median falling on 7.9; that is, approximately half of the girls had completed the seventh grade before they came to the Industrial School.

The questions, "Can you read?" and "Can you write?", were answered in the affirmative by 143 of the 148 girls. Two girls

answered "No" to each question and three said "Not much", "Not very well" or "Little". However, one who said she could not read very well had reached the seventh grade and one who said she could not read much was in the eighth grade, while others who answered that they could read and write had not advanced beyond the first grade. These answers cannot in all instances be taken as a true indication of ability.

HOME AND FAMILY CONDITIONS

RESIDENCE. Of the 148 girls in the school 115 answered the question regarding their residence to the effect that their home was in town and 33 answered that they lived in the country. This shows 78 per cent of the girls claiming town as their home when they became delinquent. How many of these who gave the city as their home were reared in the country and came to town for employment is not known. It may be that those living in the country are less easily apprehended for their offenses. There are, no doubt, fewer temptations in the country of the type that lead to the delinquency of these girls.

Table IV gives the number of girls in the institution from each town represented. It will be observed that the number of girls in the Industrial School is not distributed in proportion to the population of the cities listed. This may be due to any of several reasons. The different communities may differ in the degree of strictness in apprehending those who are delinquent. Some judges may be more lenient than others in granting paroles

to the girls who come before them. In some cities a home for delinquent girls is maintained through taxation or charity. In addition to the above mentioned possibilities the conditions in some localities may tend more to be contributing causes to delinquency than in others.

TABLE IV
RESIDENCE OF GIRLS IN THE INDUSTRIAL SCHOOL

| Number of cases (1) | Towns with each number (2) | Towns (3) |
|------------------------|-------------------------------|--|
| 27 | 1 | Wichita |
| 9 | 1 | Hutchinson |
| 6 | 2 | Topeka, Liberal |
| 4 | 4 | Arkansas City, Kansas City, Salina, Iola |
| 3 | 6 | Fredonia, McPherson, Manhattan, Neodesha, Ottawa, Olathe |
| 2 | 12 | Winfield, Coyville, Holton, Abilene, Treece, Columbus, Great Bend, Concordia, McCune, Fort Scott, Atchison, Newton |
| 1 | 42 | Emporia, Galena, Portis, Lathon, Pawhattan, Beloit, Lyons, Paola, Horton, Burlington, Victoris, Solomon, Kanapolis, Scottsville, Peru, McCracken, Stockton, Peabody, Osawatomie, Bazine, Paradise, Hugoton, Cherryvale, Coffeyville, Pomona, Jetmore, Norton, St. Francis, Hewins, Eldorado, Dexter, Kinsley, Blue Rapids, Wellington, Lawrence, Independence, Elk City, Logan, Hiawatha, Eureka, Attica, Cimmaron |

Read table thus: There are 27 girls from one town, Wichita

That the number of girls from the different towns does not remain constant can be shown by a comparison with the 1926 survey. At that time Wichita had only one representative in the institution but in the present study 27 claim it as their home. Topeka ranked at the top of the list in 1926 with 13 girls, but had only 6 in 1933. It is not probable that the population of one city has made so marked an improvement and that of the other fallen so much lower in the span of 7 years, but this difference can be better explained by one of the above mentioned reasons for representation in the school.

FATHER'S BUSINESS. Nineteen of the girls gave no answer to the question regarding their father's occupation. The occupations reported are distributed as shown in Table V. The records show that 3 fathers are in the penitentiary because of crimes against their daughters.

The name of an occupation does not in every instance signify its rank and it is probable that many more of the fathers should be listed as laborers. The occupations reported, with few exceptions, represent a low social level and give a small financial return. It is not possible to determine how much these factors have contributed to the delinquency of the girls. Economic necessity may have forced some of the girls into immoral practices.

TABLE V
OCCUPATIONS OF THE FATHERS OF THE GIRLS IN THE INDUSTRIAL
SCHOOL

| Occupation (1) | No. (2) | Per cent (3) |
|---|------------|-----------------|
| Farmer | 17 | 13.2 |
| Laborer | 13 | 10.1 |
| Railroader | 8 | 6.2 |
| Painter, Salesman, Nothing (seven each) | 21 | 16.3 |
| Truckdriver, Miner (six each) | 12 | 9.3 |
| Carpenter | 5 | 3.9 |
| Factory worker | 4 | 3.1 |
| Oilman, Cafe employee, Car junker (three each) | 9 | 6.9 |
| Contractor, Engineer, Horsetrader, Filling station employee, Plumber, Miller, Barber, Packing house employee, Road worker, Mechanic (two each) | 20 | 15.5 |
| Feed mill employee, Well digger, Driver delivery wagon, Huckster, Government school employee, News"boy", Worker in beet fields, Chicken picker, Hod carrier, Embalmer, Iceman, Second hand store employee, laundryman, Preacher, Candy kitchen employee, Bread wrapper, Cement worker, Blacksmith, Brickmason, Shipyard employee (one each) | 20 | 15.5 |
| Total | 129 | |

Read table thus: There are 17 girls whose fathers are farmers. Also this is 13.2 per cent of the girls reporting.

FAMILY DATA. Many of the girls came from homes broken either by death, separation or divorce. The data relative to family conditions may be summarized as follows:

TABLE VI
SUMMARY OF DATA RELATIVE TO PARENTS OF THE GIRLS

| (1) | No. (2) | Per cent (3) |
|--|------------|-----------------|
| Girls with both parents living | 86 | 58.1 |
| Girls with both parents living and living together | 33 | 22.3 |
| Girls with both parents living but separated | 53 | 35.8 |
| Girls with both parents dead | 6 | 4.1 |
| Girls with father dead | 29 | 19.6 |
| Girls with mother dead | 36 | 24.3 |
| Girls having a stepfather | 37 | 25.0 |
| Girls having a stepmother | 26 | 17.6 |

Read table thus: There are 86 girls or 58 per cent of the entire group who have both parents living.

(It will be noted that there is considerable overlapping among the items in Table VI and that the number does not total 148 nor the per cent total 100.)

It will be observed that 58 per cent of the girls have both parents living but only 22 per cent have parents living together. That is, fewer than one-fourth of the girls came from normal homes. While death has been the contributing factor in many instances, separation has broken the homes of more than one-third of the girls. From the records it was not always possible to determine if the parents who are not living together were separated by divorce; therefore all who were not living together were grouped under one heading. These data, as shown in Table VI, would tend to indicate that the broken home is a prolific cause of juvenile delinquency.

EMPLOYMENT RECORD. Ninety-one girls reported some kind of employment to the question "Have you been employed?" The types of employment and the number who had engaged in each may be summarized as follows:

TABLE VII
TYPES OF GAINFUL LABOR ENGAGED IN BY THE
GIRLS BEFORE COMMITMENT

| Occupation (1) | No. (2) | Per cent (3) |
|---|------------|-----------------|
| Housework | 63 | 42.6 |
| Waitress | 24 | 16.2 |
| Nursemaid | 15 | 10.1 |
| Pick chickens | 4 | 2.7 |
| Hamburger stand | 2 | 1.4 |
| Clerk, Pick beans, Usher at movie, Pick strawberries, Work in beet fields, Laundry work, Office work, Sell popcorn at carnival, Work at childrens' home, elevator girl (one each) | 10 | 6.7 |
| None | 16 | 10.8 |
| Not answered | 41 | 27.7 |
| Total number reporting employment | 91 | 61.5 |

Read table thus: There were 63 girls or 42.6 per cent of the entire number who were employed for housework before their commitment to the school.

(There is some duplication in Table VII as 26 of the girls reported more than one type of employment. It will be noted that the last 3 items total 100 per cent.)

Considering that such a large majority of these girls came from homes of low social status where the fathers were engaged in labor that gave a small financial return it is not surprising that as many as 61 per cent of them have engaged in gainful labor. It is not possible to determine if the girls worked only

in vacations and outside school hours or if their employment interfered with the school attendance. Neither is it known to what extent their employment was a contributing factor to their delinquency.

RELIGIOUS AFFILIATION. All but 3 of the 148 girls in the school expressed a membership in or preference for some church. The data relative to the denominational representation is shown in Table VIII:

TABLE VIII
DENOMINATIONAL AFFILIATION OR PREFERENCE OF GIRLS

| Denomination (1) | No. (2) | Per cent (3) |
|--|------------|-----------------|
| Baptist | 28 | 19.3 |
| Christian | 27 | 18.6 |
| Methodist Episcopal | 23 | 15.7 |
| Catholic | 12 | 8.3 |
| Presbyterian | 8 | 5.5 |
| Any protestant | 6 | 4.1 |
| Lutheran | 5 | 3.4 |
| Salvation Army, Pentecostal, Holiness, Mennonite, Church of God (four each) | 20 | 15.5 |
| United Brethren, Nazarene, Church of Christ (three each) | 9 | 6.1 |
| Evangelical | 2 | 1.8 |
| Indian Sunday School, Four Square, Orphanage, Brotherhood, Episcopal (one each) | 5 | 3.9 |
| No preference expressed | 3 | 2.1 |
| Total | 148 | |

Read table thus: There are 28 girls or 19.3 per cent of the inmates who expressed a membership in or preference for the Baptist Church.

All except 2 per cent of the girls were closely enough associated with some church to express a preference. How regular they were in attendance is not known and the extent of the influence of the church can not be measured.

OFFENSES FOR WHICH THE GIRLS WERE SENTENCED TO THE INSTITUTION

The list of offenses and the number of times that each appears in the register is shown in Table IX.

TABLE IX

OFFENSES FOR WHICH THE GIRLS WERE COMMITTED

| Offense (1) | times listed (2) | Per cent (3) |
|--|---------------------|-----------------|
| Delinquent | 72 | 48.6 |
| Immoral | 56 | 37.8 |
| Incorrigible | 54 | 36.5 |
| Disobedient | 22 | 14.9 |
| Immoral associates | 19 | 12.8 |
| Steals | 18 | 12.2 |
| Truant | 13 | 8.8 |
| Drinks | 8 | 5.4 |
| Homeless | 7 | 4.7 |
| Dependent | 6 | 4.1 |
| Runs away | 5 | 3.4 |
| Smokes, Lies, Neglected, Out late (four each) | 16 | 10.8 |
| Destitute | 3 | 2.1 |
| Begs, Forgery (two each) | 4 | 2.7 |
| Profane, Fornication (one each) | 2 | 1.4 |

Read table thus: The word delinquent appeared 72 times in the list of offenses for which the girls were committed to the school. Also 48.6 per cent of the girls were so designated.

There is some duplication in Table IX due to the fact that certain individuals were accused of more than one offense.

According to the register of the institution the offenses for which the girls were sentenced ranged in number from 1 to 5 for each individual. Only a summary of the offenses is recorded in the register but a history of the case is available in the commitment papers. Words used in designating the offenses are sometimes ambiguous and vary in connotation. However, in every instance ^{in which} the writer referred to the original commitment papers the words "incorrigible", and "delinquent" involved sexual immorality. Words such as "steals", "forgery", and "begs" leave no question as to the nature of the offense.

In the register 125 girls were listed as being delinquent, incorrigible or immoral; sometimes all three words were used in referring to one case. Since all of these refer to sexual immorality this indicated that 84 per cent of the 148 inmates were involved in sexual immorality. The remaining 16 per cent committed offenses such as theft, truancy, disobedience, forgery and dependence, if the last can be so termed. The records show that 7 of the girls were homeless. One girl is in the institution without commitment papers from a court, having been transferred from an orphan's home by the Board of Administration.

INSTITUTIONAL PAROLES AND ESCAPES

The register shows that of the girls in the Industrial School at the time of the survey 12 had been on parole once and two others had been twice paroled. When it is considered

that these girls face a most difficult situation when they are released on parole it is not surprising that some cannot make a satisfactory adjustment to the new environment. The school makes every effort to prepare the girls for life outside the institution, to place them in wholesome homes when they are released, and to aid them in any way while they are on parole. In some instances where a girl has made an effort to continue her education after leaving the institution the parole officer has arranged for her to receive aid from the Industrial School in securing clothing.

Since, according to the last Biennial Report¹ it costs the state \$411.93 per capita for the Girls' Industrial School it appears to the writer that it might be a wise investment for Kansas if, by some act of legislature, funds could be provided for giving the girls financial help while they are on parole. Although there are certain dangers connected with such a plan it appears that it would go a long way toward helping the girls both to regain their self respect and establish economic independence.

The number of broken paroles and re-commitments would no doubt be greater if the control of the school did not cease when the girls reach their twenty-first birthday.

The records show that 6 girls have made one attempt to escape since entering the institution. The length of time they were away from the school ranged from ten minutes to eighteen

¹Twenty-second Biennial Report of the Girls' Industrial School, Beloit, Kansas, 1932. p. 19.

hours. Though the girls are carefully supervised there are many opportunities for them to escape from the grounds and the present administration deserves much credit for the few escapes, as well as for its excellent parole record.

SURVEY OF INTELLIGENCE, EDUCATIONAL ACHIEVEMENT, AND PERSONALITY

INTELLIGENCE STUDY

As stated in the introduction, intelligence tests and tests measuring educational achievement and personality were given to the girls of the Industrial School on September 9 and 10, 1933.

In the study of intelligence the Otis Group Intelligence Scale was used. This test is designed to measure scientifically the native mental ability of children and adults. The scale is issued in two series, a Primary Examination and an Advanced Examination. The Advanced Examination consists of ten separate tests including ability to follow directions, give opposites, correct disarranged sentences, interpret proverbs, solve arithmetic problems, recognize analogies and similarities, complete a narrative and answer questions from memory. The Primary Examination is divided into eight parts and tests memory, recognition of pictures, ability to follow directions, and trace a maze. Standard age and grade norms are available for both series.

From the result of this test the mental ages, intelligence quotients, and percentile ranks were computed. The mental age of a girl is the age of a normal person having her degree of mental ability. Intelligence quotient refers to the ratio of mental age to chronological age. If these two ages are identical the ratio is 1 and the I Q 100. A person who exceeds

just 50 per cent of the persons his age in intelligence is said to have a percentile rank of 50. One who exceeds 75 per cent of the persons his age in intelligence is said to have a percentile rank of 75, etc. A percentile rank of 50 means exact normality.

Of the 148 girls in the Industrial School at the time of the survey, 123 took the intelligence test. The I Q range was from 46 to 120, with a corresponding mental age range from 7 years, 5 months to 19 years, 3 months. There is a difference of only 5 months in the chronological ages of the two girls who made these extreme scores but the difference in mental age is 142 months. The distribution of intelligence quotients is shown in Table X.

TABLE X

DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF GIRLS IN THE
INDUSTRIAL SCHOOL

| I Q range (1) | No. cases (2) | Per cent (3) | Terman's Classification ² (4) |
|------------------|------------------|-----------------|---|
| 120-129 | 1 | .8 | } Superior intelligence |
| 110-119 | 14 | 11.4 | |
| 100-109 | 26 | 21.1 | } Normal or average intelligence |
| 90-99 | 29 | 23.6 | |
| 80-89 | 22 | 17.9 | } Dullness, rarely classified as normal |
| 70-79 | 14 | 11.4 | |
| 60-69 | 15 | 12.2 | } Definite feeble-mindedness |
| 50-59 | 1 | .8 | |
| 40-49 | 1 | .8 | |
| Total | 123 | | |
| Median I Q | 92.2 | | |

Read table thus: There is one girl or .8 per cent of the group whose I Q is between 120 and 129.

²Lewis M. Terman, Measurement of Intelligence, p. 79

The relationship between the mental ages and the intelligence quotients may be observed in Table XI.

TABLE XI
DISTRIBUTION OF GIRLS ACCORDING TO INTELLIGENCE QUOTIENTS AND
MENTAL AGES

| Mental age (1) | I Q range | | | | | | | | | Total (11) | Per cent (12) |
|----------------------|--------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|-------------------|---------------|---------------------|
| | 120- 129 (2) | 110- 119 (3) | 100- 109 (4) | 90- 99 (5) | 80- 89 (6) | 70- 79 (7) | 60- 69 (8) | 50- 59 (9) | 40- 49 (10) | | |
| 19 | 1 | | | | | | | | | 1 | .8 |
| 18 | | 5 | | | | | | | | 5 | 4.1 |
| 17 | | 7 | 11 | | | | | | | 18 | 14.6 |
| 16 | | 1 | 9 | 3 | | | | | | 13 | 10.6 |
| 15 | | 1 | 3 | 10 | | | | | | 14 | 11.4 |
| 14 | | | 3 | 5 | 5 | | | | | 13 | 10.6 |
| 13 | | | | 4 | 6 | 3 | | | | 13 | 10.6 |
| 12 | | | | 4 | 4 | 3 | 3 | | | 14 | 11.4 |
| 11 | | | | 2 | 4 | 2 | 5 | | | 13 | 10.6 |
| 10 | | | | | 2 | 1 | 3 | 1 | | 7 | 5.7 |
| 9 | | | | 1 | 1 | 4 | 2 | | | 8 | 6.5 |
| 8 | | | | | | 1 | 1 | | | 2 | 1.6 |
| 7 | | | | | | | 1 | | 1 | 2 | 1.6 |
| Totals | 1 | 14 | 26 | 29 | 22 | 14 | 15 | 1 | 1 | 123 | |
| Median M A | 14.2 | | | | | | | | | | |
| Median I Q | 92.2 | | | | | | | | | | |

Read table thus: There is one girl whose mental age is 19 and whose I Q is between 120 and 129.

The above tables show the median I Q to be 92.9. The Q₁ (25th percentile) is 70, and Q₃ (75th percentile) 103.9, or 50 per cent of the girls tested have I Q's between 70 and 104. In Terman's³ study of 1000 unselected children he found that

³Ibid. pp 66-77

From the scores on the above tests grade achievement scores were computed. For example, all who made a score in reading equivalent to the standard score of fifth grade pupils in this subject were classified as being in the fifth grade; all who made a score equal to the standard for the fourth grade were listed under that grade, etc. The same was done for all scores, in all subjects.

In order to compare the achievements of the girls with their abilities the composite mental age scores were also converted into grade scores. That is, a person with a chronological age of fourteen is normally in the eighth grade, and a girl with a mental age of fourteen was given a grade score of VIII in this study. It will be noted that the mental age grade scores range from the first grade to freshman in college. A summary of the grade scores made by the girls is shown in Table XII. Column 2 of this table shows the distribution of the members of the Industrial School by chronological age if they had made normal progress through school, entering the first grade at the age of six years and advancing one grade each year up to the time of the survey. Column 3 gives the correct grade distribution according to the mental ages of the girls. The grades they were in at the time of the survey is shown in column 4 of the same table. Columns 5 to 12 give the grade scores as computed from the results of the tests listed above.

TABLE XII

DISTRIBUTION ACCORDING TO GRADE SCORES

| Grade | Chrono- logical age | Mental age | Grade in School | Vocabu- lary | Health know- ledge | Reading | History | English | Geog- raphy | Arith- metic | Spelling |
|----------------|---------------------------|---------------|--------------------|-----------------|--------------------------|------------|--------------|--------------|----------------|-----------------|--------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) |
| XIV | 3 | | | | | | | | | | |
| XIII | 19 | 1 | | | | | | | | | |
| XII | 19 | 5 | | | | | | | | | |
| XI | 39 | 18 | | | | | | | | | |
| X | 29 | 13 | | | | | | | | | |
| IX | 16 | 14 | 50 | 14 > 9 13 | | | | | | | |
| VIII | 18 | 13 | 32 | 21 | 57 > 8 4 | 35 | 7 > 8 7 | 16 > 8 20 | | 4 > 8 9 | 29 > 8 12 |
| VII | 3 | 13 | 25 | 18 | 13 | 12 | 9 | 19 | 11 > 7 14 | 12 | 14 |
| VI | 2 | 14 | 10 15 < 6 | 29 | 6 | 21 | 28 70 < 6 | 17 | 25 | 15 | 21 |
| V | | 13 | | 17 | 2 | 23 | | 26 | 71 < 6 | 0 | 33 < 6, 5 > 5 2 |
| IV | | 7 | | 6 | 2 | 18 | | 5 | | 4 | 1 |
| III | | 8 | | 4 | 1 | 7 4 < 3 | 5 < 4 | | | 2 | 1 |
| II | | 2 | | | | | | | | 5 < 3 | 5 < 3 |
| I | | 2 | | | | | | | | | |
| Total | 148 | 123 | 132 | 122 | 122 | 120 | 121 | 108 | 121 | 120 | 121 |
| Median | 11.2 | 8.2 | 8.5 | 7.3 | 8.9 | 6.4 | < 6 | 7.0 | < 6 | < 6 | 6.7 |
| Q ₁ | 9.9 | 5.9 | 7.3 | 6.1 | 8.2 | 5.0 | < 6 | 5.7 | < 6 | < 6 | < 6 |
| Q ₃ | 12.2 | 10.5 | 9.5 | 8.8 | > 8 | 8.1 | 6.3 | 8.5 | 6.3 | 6.7 | 8.9 |

Read table thus: There are three girls whose chronological age would normally place them in grade XIV. Also 14 made scores that are above the median for the ninth grade in the vocabulary test.

(The signs > < are used to mean greater than and lower than, respectively.)

The range of grade norms for some of the tests is limited and it is impossible to determine how far above the upper limit some of the subjects scored. For instance, the vocabulary test is standardized only to the ninth grade and 14 girls made scores greater than the norm for grade nine. The same situation was met in the lower limit of the norms for some tests. The reading test is standardized only as low as the third grade and 4 girls made scores lower than the norm for this grade.

The medians for the State of Kansas were used as norms for the tests taken from the Every Pupil Scholarship Contest. Since these medians are based on the results of several thousand tests they should be a fair standard from which to judge. There may be some question as to the distribution for the arithmetic and spelling scores since these two tests have different forms for the upper and lower grades, and some who were far enough advanced to take the test for grades VI-VIII made scores below the median for the sixth grade.

Since the tests were given in the public schools in January and in the Industrial School in September the girls at Beloit were at a slight disadvantage. However, the test results show a relative standing for the girls as compared with the standards for their grade.

It will be noticed that in only one instance, that of health knowledge, does the median attainment grade equal the median mental age grade. Also this is the only test in which

the median achievement is as far advanced as the median school grade. The median grade in school corresponds very closely to the median mental age grade score. This indicates that the girls are properly placed with regard to their ability.

A comparison of the arithmetic and spelling scores is interesting. While 29 girls made a score greater than the eighth grade median in spelling, only 4 exceeded the eighth grade median in arithmetic, and there are 50 enrolled in the ninth grade and commercial classes. It would be interesting to know if the girls would rank nearer the standards for their grade if these tests were given near the middle of the school year.

AGE-GRADE STUDY

Age-grade studies of the girls at the time of commitment and at the time of the survey reveal some interesting facts. In Tables XIII and XIV, standard age-grade tables, the numbers contained between the red lines represent those whose grade standing is normal for their ages. Those below the brackets were older than the normal age for their grade and those above the brackets were younger than normal age for their grade. Each step above or below the heavy brackets indicates one year variation from normal age. At the bottom of the tables is found the total number and per cent of accelerated, normal age and retarded girls.

Table XIII shows 2 girls accelerated 1 year above normal grade for their ages, and 29 others in the correct grade for their ages when they last attended school before coming to the

institution. The remaining 116, or 29 per cent were retarded from 1 to 6 years.

TABLE XIII

AGE-GRADE STUDY, AGE AT COMMITMENT-GRADE WHEN LAST IN SCHOOL

| Grade Age | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | Totals |
|-------------|-----|-----|-----|------|-----|------|------|------|------|------|------|--------|
| 10 | 1 | | 1 | 1 | | | | | | | | 3 |
| 11 | | | | 3 | | | | | | | | 3 |
| 12 | | 1 | | 3 | 3 | 3 | | | | | | 10 |
| 13 | | | 1 | 1 | 3 | 4 | 2 | | 2 | | | 13 |
| 14 | | | | 1 | 2 | 3 | 7 | 8 | | | | 21 |
| 15 | | | | | | 5 | 10 | 18 | 5 | 5 | | 43 |
| 16 | | | | 2 | 3 | 2 | 7 | 7 | 8 | 2 | 2 | 33 |
| 17 | | | | | 1 | 1 | 3 | 5 | 3 | 4 | 1 | 18 |
| 18 | | | | | | | | 2 | | | 1 | 3 |
| Totals | 1 | 1 | 2 | 11 | 12 | 18 | 29 | 40 | 18 | 11 | 4 | 147 |
| Normal | 0 | 0 | 0 | 1 | 0 | 3 | 2 | 8 | 5 | 7 | 3 | 29 |
| Retarded | 1 | 1 | 2 | 10 | 12 | 15 | 27 | 32 | 11 | 4 | 1 | 116 |
| Accelerated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| *P C N | 0 | 0 | 0 | 9.1 | 0 | 16.7 | 6.9 | 20.0 | 27.8 | 63.6 | 75.0 | 19.8 |
| P C R | 100 | 100 | 100 | 90.9 | 100 | 83.3 | 93.1 | 80.0 | 61.1 | 36.4 | 25.0 | 78.9 |
| P C A | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11.1 | 0 | 0 | 1.4 |

Read table thus: There is one girl who was 10 years old and in the first grade when she attended school last prior to her admittance.

*Per cent

Table XIV shows the age-grade positions of the girls at the time of the survey.

TABLE XIV
AGE-GRADE STUDY AT TIME OF SURVEY

| Grade Age | I | II | III | IV | V | VI | VII | VIII | IX | Totals |
|------------|---|----|-----|----|---|-----|-----|------|------|--------|
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | 2 | | | | | | | 2 |
| 13 | | | 3 | | | | | 1 | | 4 |
| 14 | | | 2 | | | 5 | 5 | 3 | 2 | 17 |
| 15 | | | 1 | | | 1 | 4 | 5 | 6 | 17 |
| 16 | | | 2 | | | 1 | 7 | 12 | 8 | 30 |
| 17 | | | 3 | | | 3 | 5 | 4 | 20 | 35 |
| 18 | | | 1 | | | | 3 | 4 | 8 | 16 |
| 19 | | | 1 | | | | 1 | 2 | 6 | 10 |
| 20 | | | | | | | | 1 | | 1 |
| Totals | | | 15 | | | 10 | 25 | 32 | 50 | 132 |
| Normal age | | | 0 | | | 0 | 0 | 4 | 8 | 12 |
| Retarded | | | 15 | | | 10 | 25 | 28 | 42 | 120 |
| Per cent N | | | 0 | | | 0 | 0 | 12.5 | 16.0 | 9.1 |
| Per cent R | | | 100 | | | 100 | 100 | 87.5 | 84.0 | 90.9 |

Read table thus: There are 2 girls 12 years old and in the third grade.

In Table XIV the girls in the opportunity room at the institution are all grouped under the third grade as it is not possible to determine their grade rank. This table shows 120 of the 132 tested or 91 per cent of the girls in the school retarded and there is not a single instance of acceleration. This greater per cent of retardation at the time of the survey over that shown at the time of commitment can be explained in part by the fact that the ninth grade is the most advanced work offered in the Industrial School and 15 had completed this grade before they entered the institution. Since about half of the girls had finished the seventh grade before their commitment and the median length of residence shown is $1\frac{1}{2}$ years, a large per cent of the girls if they had advanced regularly after entering the institution would be beyond the grade of work offered. There may be some question as to the accuracy of the report of the girls and this may account for some of the difference shown in the tables. However, there seems to be a large enough group capable to justify the offering of grades 10, 11 and 12.

The age-grade data for the time of commitment are summarized in Table XV. The median amount of retardation is shown to be 1.8 years. The median mental age is 3 years below the median chronological age. Thus, while the amount of overageness appears excessive it is not so great as the mental retardation would lead one to expect. Neither do the achievement scores show that the girls in many instances are capable of more

advanced work than they are doing. However, this does not mean that those who can profit from advanced work should be denied the chance to take it.

TABLE XV
SUMMARY OF OVERAGENESS AT THE TIME OF COMMITMENT

| (1) | Number (2) | Per cent (3) |
|----------------------------|---------------|-----------------|
| Total six years overage | 3 | 2.0 |
| Total five years overage | 4 | 2.7 |
| Total four years overage | 9 | 6.1 |
| Total three years overage | 22 | 15.0 |
| Total two years overage | 29 | 19.8 |
| Total one year overage | 49 | 33.3 |
| Total normal age for grade | 29 | 19.8 |
| Total one year underage | 2 | 1.4 |
| Total | 147 | |
| Median | 1.8 years | |

Read table thus: There are 3 girls or 2 per cent of the group who were six years overage for their school grade when they were last in school before their commitment.

BIBLICAL INFORMATION

In January 1934 a student at the Teachers College, Emporia, gave the Laycock Test of Biblical Information to the Girls of the Industrial School. Scores were available on this test for 82 of the girls who were in the school at the time of this survey. This test consists of 70 selection questions

similar to the following:

The Ten Commandments were given the Children of Israel by: 1. Solomon. 2. Moses. 3. Abraham. 4. Joshua.

and 30 true-false statements as:

Peter was known as the beloved disciple.

The scores on this test are shown in Table XVI.

TABLE XVI
SCORES ON THE LAYCOCK TEST OF BIBLICAL INFORMATION

| Scores (1) | Number (2) | Per cent (3) |
|---------------|---------------|-----------------|
| 70-79 | 2 | 2.4 |
| 60-69 | 12 | 14.6 |
| 50-59 | 18 | 22.0 |
| 40-49 | 20 | 24.4 |
| 30-39 | 14 | 17.1 |
| 20-29 | 9 | 11.0 |
| 10-19 | 5 | 6.1 |
| 0-9 | 2 | 2.4 |
| Total | 82 | |
| Median | 45.5 | |
| Q1 | 34.5 | |
| Q3 | 55.9 | |

Read table thus: There are 2 girls who made a score between 70 and 79 on the test. Also there are 2.4 per cent of the girls who made a score between 70 and 79.

The median on the Biblical Information test for the girls in the Industrial School is the same as the normal mean score for Grade 9. This reflects favorably on the girls and their training since the median school grade for these girls at the time of the survey was 8.5. How much of the

information that was tested was learned after the girls entered the institution can not be ascertained. It is interesting to note that the Biblical information test was the only test taken on which the girls ranked as high as the standard for their age.

PERSONALITY STUDY

The personality study is based on the results of two tests, namely, the Neymann-Kohlstedt Diagnostic Test for Introversion-Extroversion and a neurotic inventory.

The Neymann-Kohlstedt test consists of 50 statements similar to:

| | |
|------------------------------------|----------|
| "Believe that rumors are important | Yes, No |
| Confide in others | Yes, No" |

The subjects are asked to consider the items from the standpoint of personal like or dislike.

The scores on this test show a nearly normal distribution with the median point at 2.2. An introvert key was used in scoring, making positive scores indicate extroversion and negative scores introversion. A zero score shows a tendency in neither direction. 79 per cent of the scores fell between 10 and -10. Since any score that falls within this range is not considered significant, the results of this test indicate that the girls have no decided tendency toward introversion or extroversion.

The neurotic inventory is a scale composed of the 40

most significant items taken from Thurstones' Personality Schedule and 36 items selected from the Woodworth Psychoneurotic Inventory. Examples of the questions in this test are:

| | |
|-------------------------------|----------|
| "Do you get stage fright? | Yes, No |
| Is it easy to make you laugh? | Yes, No" |

The tests were graded from a neurotic key making the scores correspond to the number of neurotic answers. The range of scores is from 5 to 64 with the median point at 25.6. Fifty per cent of the scores fall between 20 and 35.

Table XVII gives a comparison of the median scores for the girls at the Industrial School and the mean scores for 324 college and senior high school students as shown in an unpublished study by Alfred Koch.⁴

TABLE XVII

COMPARISON IN PERSONALITY RATINGS BETWEEN THE INMATES OF THE GIRLS' INDUSTRIAL SCHOOL AND 324 COLLEGE AND SENIOR HIGH SCHOOL STUDENTS

| Test (1) | Mean Score College and H S students (2) | Median Score Ind. School (3) |
|--------------------|---|------------------------------------|
| Neymann-Kohlstedt | 6.02 | 2.2 |
| Neurotic Inventory | 53.86 | 25.6 |

Read table thus: The mean score for the college and high school students on the Neymann-Kohlstedt test was 6.02.

⁴Alfred B. Koch, Unpublished Master's Thesis, Kansas State Teachers College, Emporia, 1933

The point to be noticed in Table XVII is that in the results of each test the girls in the Industrial School showed a better personality adjustment than the high school and college students. This would indicate that the items tested are not the discriminating factors in juvenile delinquency as evidenced by the girls in the Industrial School.

SUMMARY

From the findings of this survey it is the opinion of the writer that the Girls' Industrial School is doing a constructive piece of work in the field of juvenile delinquency. This is evidenced by the attitude of the girls in the school and by the excellent parole record of those who have been released.

The educational work of the institution deserves special mention. When it is considered that a large number of these girls are of low intelligence and that the normal institutions of home, school, and church have failed to function efficiently in their lives, the achievement scores are not discouraging. It is recognized that the school is steadily improving its educational unit as is shown by the institution of the full day in the school room for part of the girls last September. Since the girls who are not in school spend their time on detail work it might be an incentive to greater academic achievement if only those who took advantage of the classroom opportunities were granted this privilege of 30 hours a week.

The register of the institution shows that a number of the girls had completed the ninth grade before they entered the institution. These must necessarily be repeating work previously covered or be taking the commercial course. It seems advisable as soon as possible to offer a regular four

year high school course. As the group that could profit from the advanced work would be small it would not increase the teaching load as much as it might seem to at first thought. If only those subjects are offered for any particular grade that correspond to the ones taught in the public high school the girls will find it easier to continue in school after they are paroled.

For the girls who cannot profit from the regular academic work a practical arts course is advisable. The present work done in music and art and in the opportunity room is very commendable but might be profitably extended to include more individuals. If it does not seem advisable to institute a regular program in the Industrial School for those of extremely low mentality it is suggested that those individuals who rank low in intelligence tests, who make no progress in school and have difficulty in social adjustment be transferred to the Training School at Winfield.

Girls are committed to the Industrial School for indeterminate sentences and earn eligibility for parole by their conduct. It scarcely seems consistent that the fact that a girl has reached her twenty-first birthday should discharge her from the institution. For example, one girl had been in the school 7 years and was 20 years 5 months old at the time of the survey. Before this writing, regardless of the consequences to herself or to society, she has been unconditionally released.

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APPENDIX

NEUROTIC INVENTORY
TEACHERS COLLEGE, EMPORIA

- | | | | |
|-----|---|-----|----|
| 1. | Do you get stage fright? | Yes | No |
| 2. | Do you have difficulty in starting a conversation with a stranger? | Yes | No |
| 3. | Do you worry too long over humiliating experiences? | Yes | No |
| 4. | Do you often feel lonesome, even when you are with other people? | Yes | No |
| 5. | Do you consider yourself a rather nervous person? | Yes | No |
| 6. | Are your feelings easily hurt? | Yes | No |
| 7. | Do you keep in the background on social occasions? | Yes | No |
| 8. | Do ideas often run through your head so that you cannot sleep? | Yes | No |
| 9. | Are you frequently burdened by a sense of remorse? | Yes | No |
| 10. | Do you worry over possible misfortunes? | Yes | No |
| 11. | Do your feelings alternate between happiness and sadness without apparent reason? | Yes | No |
| 12. | Are you troubled with shyness? | Yes | No |
| 13. | Do you day dream frequently? | Yes | No |
| 14. | Have you ever had spells of dizziness? | Yes | No |
| 15. | Do you get discouraged easily? | Yes | No |
| 16. | Do your interests change quickly? | Yes | No |
| 17. | Are you easily moved to tears? | Yes | No |
| 18. | Does it bother you to have people watch you at work even when you can do it well? | Yes | No |
| 19. | Can you stand criticism without feeling hurt? | Yes | No |
| 20. | Do you have difficulty in making friends? | Yes | No |
| 21. | Are you troubled with the idea that people are watching you on the street? | Yes | No |
| 22. | Does your mind often wander badly so that you lose track of what you are doing? | Yes | No |
| 23. | Have you ever been depressed because of low marks at school? | Yes | No |
| 24. | Are you touchy on various subjects? | Yes | No |
| 25. | Are you often in a state of excitement? | Yes | No |
| 26. | Do you frequently feel grouchy? | Yes | No |
| 27. | Do you feel self-conscious when you recite in class? | Yes | No |
| 28. | Do you often feel just miserable? | Yes | No |
| 29. | Does some particular useless thought keep coming into your mind to bother you? | Yes | No |
| 30. | Do you hesitate to volunteer in a class recitation? | Yes | No |
| 31. | Are you frequently in low spirits? | Yes | No |
| 32. | Do you often experience periods of loneliness? | Yes | No |
| 33. | Do you often feel self-conscious because of your personal appearance? | Yes | No |

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|-----|---|-----|----|
| 34. | Do you lack self-confidence? | Yes | No |
| 35. | Do you find it difficult to speak public? | Yes | No |
| 36. | Do you often feel self-conscious of the presence of superiors? | Yes | No |
| 37. | If you see an accident, are you quick to take an active part in giving help? | Yes | No |
| 38. | Do you feel you must do a thing over several times before you leave it? | Yes | No |
| 39. | Are you troubled with feelings of inferiority? | Yes | No |
| 40. | Do you often find that you cannot make up your mind until the time for action is passed? | Yes | No |
| 41. | Do you have ups and downs in mood without apparent reason? | Yes | No |
| 42. | Are you in general self-confident about your abilities? | Yes | No |
| 43. | Do you usually sleep well? | Yes | No |
| 44. | Do you usually feel well and strong? | Yes | No |
| 45. | Are you frightened in the middle of the night? | Yes | No |
| 46. | Do you have nightmares? | Yes | No |
| 47. | Do you ever walk in your sleep? | Yes | No |
| 48. | Do you feel well rested in the morning? | Yes | No |
| 49. | Are you bothered much by blushing? | Yes | No |
| 50. | Are you bothered by fluttering of the heart? | Yes | No |
| 51. | Do you feel tired most of the time? | Yes | No |
| 52. | Do you have queer, unpleasant feelings in any part of the body? | Yes | No |
| 53. | Do you have a great many bad headaches? | Yes | No |
| 54. | Did you have a happy childhood? | Yes | No |
| 55. | Were you happy when you were 14 to 18 years old? | Yes | No |
| 56. | Were you considered a bad boy? | Yes | No |
| 57. | Did the other children let you play with them? | Yes | No |
| 58. | Has your family always treated you right? | Yes | No |
| 59. | Did your teachers in school generally treat you right? | Yes | No |
| 60. | Do you know of any body who is trying to do you harm? | Yes | No |
| 61. | Do people find fault with you more than you deserve? | Yes | No |
| 62. | Have you ever seen a vision? | Yes | No |
| 63. | Have you ever felt as if some one was hypnotizing you and making you act against your will? | Yes | No |
| 64. | Are you ever bothered by the feeling as if you were not your old self? | Yes | No |
| 65. | Do you ever have a queer feeling as if some person is reading your thoughts? | Yes | No |
| 66. | Does it make you uneasy to cross a bridge over a river? | Yes | No |
| 67. | Do you usually know just what you want to do? | Yes | No |
| 68. | Do you worry too much about little things? | Yes | No |
| 69. | Do you get rattled easily? | Yes | No |
| 70. | Can you sit still without fidgeting? | Yes | No |
| 71. | Did you ever have the habit of biting your finger nails? | Yes | No |

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|-----|---|-----|----|
| 72. | At night are you troubled with the idea that some one is following you? | Yes | No |
| 73. | Did you ever have the habit of wetting the bed? | Yes | No |
| 74. | Is it easy to make you laugh? | Yes | No |
| 75. | Is it easy to make you angry? | Yes | No |
| 76. | Have you ever been afraid of going insane? | Yes | No |

TEACHERS COLLEGE, EMPORIA

LAYCOCK TEST OF BIBLICAL INFORMATION

PART I

DIRECTIONS: In the parentheses preceding the statement place the number of the word or sentence that makes the statement true.

- () 1. The Ten Commandments were given the Children of Israel by: 1. Solomon. 2. Moses. 3. Abraham. 4. Joshua.
- () 2. The Lord's Prayer thinks of God as: 1. Judge. 2. King. 3. Avenger. 4. Father.
- () 3. The disciple who betrayed Jesus was: 1. John. 2. Peter. 3. Judas. 4. Andrew.
- () 4. The ark was built by: 1. Noah. 2. Isaac. 3. Adam. 4. Abraham.
- () 5. The son of Jacob who was sold into Egypt was: 1. Benjamin. 2. Reuben. 3. Joseph. 4. Judah.
- () 6. Jesus learned the trade of a: 1. Farmer. 2. Fisherman. 3. Money-Changer. 4. Carpenter.
- () 7. Isaiah was a: 1. King. 2. Scribe. 3. Soldier. 4. Prophet.
- () 8. Jesus was born in the town of: 1. Bethany. 2. Bethlehem. 3. Jerusalem. 4. Nazareth.
- () 9. The father of Jesus was: 1. Zebedee. 2. Joseph. 3. Peter. 4. John.
- () 10. The great apostle to the Gentiles was: 1. Peter. 2. Paul. 3. Silas. 4. James.
- () 11. Joseph showed toward his brethren: 1. Animosity. 2. Anger. 3. Revenge. 4. Forgiveness.
- () 12. The country where Jesus was born was: 1. Egypt. 2. Palestine. 3. Greece. 4. Syria.
- () 13. The Children of Israel were led out of Egypt by: 1. Moses. 2. Joshua. 3. Aaron. 4. Samuel.
- () 14. Jesus was tried before: 1. Felix. 2. Festus. 3. Pilate. 4. Caesar.

- () 15. Genesis calls the first man: 1. Jacob. 2. Noah.
3. Abraham. 4. Adam.
- () 16. One of the books of the Bible is: 1. Amos.
2. Hezekiah. 3. Paul. 4. Abraham.
- () 17. The king who saw the handwriting on the wall was:
1. Nebuchadnezzar. 2. Darius. 3. Merxes.
4. Belshazzar.
- () 18. Jeremiah's message was one of: 1. Cheer. 2. Com-
fort. 3. Hope. 4. Woe.
- () 19. Naaman, the leper, was healed by obeying the com-
mands of: 1. Moses. 2. Elisha. 3. Isaiah.
4. Amos.
- () 20. Paul visited the city of: 1. Sparta. 2. Jericho.
3. Athens. 4. Alexandria.
- () 21. The wife of Abraham was: 1. Rebekkah. 2. Rachel.
3. Leah. 4. Sarah.
- () 22. Paul wrote: 1. I. Peter. 2. Romans. 3. I. John.
4. Revelation.
- () 23. The man who sold his birthright for a mess of
pottage was: 1. Jacob. 2. Joseph. 3. Esau.
4. Lot.
- () 24. The prophet who was fed by the ravens was:
1. Elisha. 2. Ezekiel. 3. Samuel. 4. Elijah.
- () 25. The Book of Revelation was written from: 1. Jeru-
salem. 2. Patmos. 3. Rome. 4. Athens.
- () 26. Paul's occupation was that of: Fisherman.
2. Farmer. 3. Tentmaker. 4. Carpenter.
- () 27. The first king of Israel was: 1. David. 2. Solo-
mon. 3. Samuel. 4. Saul.
- () 28. Paul was born in: 1. Tarsus. 2. Antioch.
3. Jerusalem. 4. Rome.
- () 29. The prophet who stood for Jehovah against the pro-
phets of Baal on Mount Carmel was: 1. Isaiah.
2. Elisha. 3. Elijah. 4. Amos.
- () 30. Paul was tried before: 1. Pilate. 2. Caiaphus.
3. Festus. 4. Alexander.

- () 31. The Beatitudes are the words of: 1. Paul.
2. Solomon. 3. Jesus. 4. David.
- () 32. Jesus rose again on the: 1. Second. 2. Seventh.
3. Fifth. 4. Third. -- day.
- () 33. First Corinthians was written by: 1. Paul.
2. Luke. 3. Peter. 4. John.
- () 34. One of the twelve disciples was: 1. Mark.
2. Matthew. 3. Paul. 4. Luke.
- () 35. David was a: 1. King. 2. Apostle. 3. Prophet.
4. Priest.
- () 36. The Biblical account of the creation of the world
is found in: 1. Exodus. 2. Matthew. 3. Deuter-
onomy. 4. Genesis.
- () 37. Moses was a: 1. Canaanite. 2. Egyptian. 3. Heb-
rew. 4. Philistine.
- () 38. The name of the disciple who denied Jesus was:
1. James 2. Judas. 3. Peter. 4. Thomas.
- () 39. The successor of Elijah as prophet of Israel was:
1. Amos. 2. Hosea. 3. Samuel. 4. Elisha.
- () 40. The Beatitudes are found in: 1. Romans. 2. Mat-
thew. 3. Acts. 4. Psalms.
- () 41. Amos was a: 1. Merchant. 2. Trader. 3. Herds-
man. 4. Carpenter.
- () 42. Jesus was arrested in: 1. Bethlehem. 2. Gethse-
mane. 3. Cana. 4. Nazareth.
- () 43. Samuel was a: 1. King. 2. Soldier. 3. Shepherd.
4. Prophet.
- () 44. The wife of Isaac was: 1. Rebekkah. 2. Sarah.
3. Hagar. 4. Rachel.
- () 45. The disciple who was known as the "Doubter" was:
1. John. 2. Thomas. 3. Andrew. 4. James.
- () 46. Jesus passed his youth in: 1. Jerusalem.
2. Bethlehem. 3. Nazareth. 4. Bethany.
- () 47. The Ten Commandments contain: 1. Thou shalt love
they neighbor as thyself. 2. When thou art re-
viled, revile not again. 3. Honor thy father and
thy mother. 4. Judge not that ye be not judged.

- () 48. The Beatitudes contain: 1. Blessed is the man who walketh not in the counsel of the ungodly. 2. Blessed are the dead that die in the Lord. 3. Blessed is he whose transgression is forgiven, whose sin is pardoned. 4. Blessed are the pure in heart, for they shall see God.
- () 49. The 13th Chapter of I. Corinthians contains: 1. Charity suffereth long and is kind. 2. Blessed are the poor in spirit. 3. Let the words of my mouth be acceptable to Thee, O God. 4. Be not weary in well-doing.
- () 50. The 23rd Psalm contains: 1. The heavens declare the glory of God. 2. Thou preparest a table before me in the presence of mine enemies. 3. I am the good shepherd, the shepherd giveth his life for the sheep. 4. He that dwelleth in the secret place of the most high shall abide under the shadow of the Almighty.
- () 51. The 19th Psalm contains: 1. O give thanks unto the Lord for he is good. 2. The Lord is my light and my salvation, whom shall I fear? 3. Lord, thou hast been our dwelling place in all generations. 4. The heavens declare the glory of God and the firmament showeth his handiwork.
- () 52. Jesus' farewell to his disciples in the gospel of Matthew contains: 1. Blessed are they that mourn for they shall be comforted. 2. Go ye therefore and teach all nations. 3. Ye are the light of the world. 4. Thou shalt love thy neighbor as thyself.
- () 53. The Parable of the Prodigal Son contains: 1. Thou art my beloved son, in whom I am well pleased. 2. This my son was dead and is alive again. 3. Behold what manner of love the Father hath bestowed upon us that we should be called Sons of God. 4. My son, if sinners entice thee, consent thou not.
- () 54. The Lord's Prayer contains: 1. Father forgive them for they know not what they do. 2. Father, I thank Thee that Thou has heard me. 3. Father, keep them in Thy name that they may be one. 4. Thy will be done on earth as it is in heaven.
- () 55. One of the Ten Commandments teaches us that: 1. We ought to love our enemies. 2. We ought to be charitable in loving others. 3. We ought always to pray and not faint. 4. We ought not to steal anything.

- () 56. One of the Beatitudes teaches us that: 1. Those that eagerly seek after righteousness shall find it. 2. We should not kill anyone. 3. Christians are the salt of the earth. 4. We should love our enemies and pray for them that despitefully use us.
- () 57. One of the petitions of the Lord's Prayer teaches us to pray that: 1. Our enemies be punished and put to death. 2. We be taken to heaven when we die. 3. Our sins be forgiven as we forgive others. 4. We sit on the right hand of God in glory.
- () 58. The 23rd Psalm teaches us that: 1. God is a stern judge who punishes all. 2. God loves and cares for his children. 3. God is a great king above all kings. 4. God is a spirit and they that worship Him must worship Him in spirit and in truth.
- () 59. Paul's Sermon on Mars Hill teaches us that: 1. God is a spirit and must be worshipped in spirit and in truth. 2. In Him we live, move and have our being. 3. We should be diligent in business. 4. We are laborers together with God.
- () 60. The Parable of the Talents teaches us that: 1. God expects nothing from the ordinary man. 2. If we are not brilliant it isn't worth while trying. 3. All men have equal ability. 4. God expects us to use what ability we have.
- () 61. The 13th Chapter of I. Corinthians teaches: 1. Love. 2. Duty. 3. Honor. 4. Justice.
- () 62. The Parable of the Lost Coin teaches us that: 1. We should never lose money. 2. We should sweep our houses often. 3. All people are careless. 4. Everyone is precious in the sight of God.
- () 63. The Book of Proverbs is: 1. A book of war. 2. A book of history. 3. A book of prophecy. 4. A book of practical wisdom.
- () 64. Ezekiel predicted: 1. The fall of Samaria. 2. The return from exile. 3. The bondage in Egypt. 4. The division of the Kingdom.
- () 65. Daniel was thrown into the lions' den because: 1. He had stolen the king's money. 2. He wished to be king. 3. He wanted to gain a reputation. 4. He was true to his God.

- () 66. The Book of Psalms is: 1. Poetry of the Hebrews. 2. An account of Jewish wars. 3. An account of Solomon's reign. 4. A prophecy against evil.
- () 67. The Beatitudes are found in: 1. The Lord's Prayer. 2. The Sermon on the Mount. 3. Paul's sermon on Mars Hill. 4. Jesus' discourse at the Last Supper.
- () 68. Amos taught: 1. The coming of the Messiah. 2. Social righteousness. 3. The loving kindness of Jehovah. 4. That Jerusalem would never fall.
- () 69. Elijah was: 1. A prophet of Israel. 2. A leader of the Moabites. 3. A great soldier. 4. A Hebrew king.

PART II

DIRECTIONS: If a statement is true place a "T" in the parentheses preceding it; if it is false, an "F".

- () 1. Peter was known as the beloved disciple.
- () 2. The Pharisees were followers of Jesus.
- () 3. Paul had the privileges of Roman citizenship.
- () 4. John the Baptist was one of the twelve disciples.
- () 5. Paul paid a visit to Ephesus.
- () 6. The last book of the Old Testament is Zechariah.
- () 7. Jesus was seen by the disciples after his resurrection.
- () 8. At the birth of Jesus the Jews were under the control of the Babylonians.
- () 9. The Ten Commandments are found in the Book of Genesis.
- () 10. The writer of the third gospel was the writer of the Acts.
- () 11. Abraham was the son of Jacob.
- () 12. Matthew is to the New Testament as Genesis is to the Old Testament.
- () 13. Solomon built the temple at Jerusalem.
- () 14. The Children of Israel were led out of Egypt through the Mediterranean Sea.
- () 15. Joshua was the successor of Moses.
- () 16. The Book of Joshua comes after the Book of Isaiah.
- () 17. The 23rd Psalm was written by Isaiah.
- () 18. Hosea's message grew out of domestic unhappiness.
- () 19. The Gospel of John is the third book of the New Testament.
- () 20. John the Baptist was beheaded by Herod.

- () 21. Paul was beheaded at Jerusalem.
- () 22. Jesus ate the Last Supper at Jerusalem.
- () 23. Mary Magdalene was the mother of Jesus.
- () 24. Paul was also called Saul.
- () 25. The Lord's Prayer is the utterance of John the Baptist.
- () 26. Jacob was the eldest son of Isaac.
- () 27. Solomon was the Son of David.
- () 28. John the Baptist wrote the gospel according to John.
- () 29. The Ten Commandments were given to the Children of Israel by Solomon.
- () 30. Jesus was crucified with two thieves.

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