LEGAL PROVISIONS FOR DELINQUENT AND UNFORTUNATE CHILDREN
IN THE VARIOUS STATES OF THE UNION

by
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University of Arizona

1937

Approved: [Signature]
Adviser

[Date]
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My friends, for their helpful suggestions which aided in completing the study.

My Wife, for her encouragement and advice.

Last, my Mother and Father, who helped as only parents can help.
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CHAPTER I

INTRODUCTION

Importance of the Problem

It is well for us to examine and thoroughly review the legal aspect of our delinquent and unfortunate children in this state and in the other states of the Union. This phase of the care of our children has long been a recognized problem, but its importance has been emphasized anew within the last few years because of the great crime wave that has crossed and is continuing to cross our country.

To show the need for expert care and treatment of our juvenile delinquents, the following facts are presented:

On January 1, 1923 there were 45 institutions for the care of juvenile delinquents in the United States. The delinquents numbered 29,468, of whom 260 were under 10 years of age and 25,233 were between 10 and 17 years of age.

Statistics show that at that time the percentage of delinquent girls in institutions was increasing, and that the percentage of boys was decreasing.

Of the boys discharged in 1923, 40 per cent had been in an institution less than a year. There were 30 per cent of the boys who had been wage earners, and 38 per cent who were truants as well as delinquents.

Of the delinquents admitted in institutions in 1923, 80.7 per cent were males and 79.3 per cent were white persons. During 1923 34.6 per cent of the
offenses were larcenies.

And again, the facts for a more recent year are:

On December 31, 1933 there were 28,770 delinquents in institutions in the United States, and 20,224 of these inmates were males.

Of the delinquents discharged during the year, 14.1 per cent had served their terms; 66.7 per cent were paroled or pardoned; 4 per cent were transferred to other institutions; 10.6 per cent escaped; 0.2 per cent died; and 4.5 per cent were otherwise discharged.

During the year, 18,085 delinquents were paroled. There were 3,946 parole violators returned to the institutions, which shows that about 22 per cent of those paroled violated their paroles.

In 1933, 2,891 escaped from institutions, but 2,096 of these were recaptured. This shows that about 27 per cent of those who escaped were not recaptured.

Of the 17,017 delinquents received from courts in 1933, 57 were charged with homicide; 227, with robbery; 222, with assault; 2,177, with burglary; 579, with stealing autos; 5,876, with other larcenies; 78, with forgery; and 79, with rape.

It seems opportune at this time to present parts of two addresses given by John Edgar Hoover, Director, Federal Bureau of Investigation, United States Department of Justice. This first address was delivered in Philadelphia on May 20, 1936 at a Convention of the Boys' Clubs of America.

The address in part follows:

"We have youth in crime because we have failed to provide youth with proper outlets and upbringing.

Only in the rarest instances of diseased minds can we say that the first offender commits crimes out of sheer antisocial sentiments. Children are driven to crime because of deep-laid faults in society such as poverty, degeneracy, and because their elders neglect them.

"When youth commits a crime, generally it is because older persons have committed a greater crime; it is because of laxity in early discipline; because of apathy on the part of parents and neglect by those of the community who should help the helpless; because of distorted views held by those who should know better and who have allowed adolescent minds to take a downward direction which can lead only to destruction.

"Today, as you know, 20 per cent of our crime is the work of persons who have not yet even reached the voting age. This means that one-fifth of all murderers, of arson, thievery, robbery, and the other malignant outrages against our commonwealth are committed by persons of immature bodies and immature minds, persons who should be reading the threshold of useful life. However, this 20 per cent falls tragically short of the ideal of American citizenship. It is not a pleasant picture. It is not a healthful outlook. It is not a normal condition when a nation such as America must bow under the disgrace of a set of circumstances in which one-fifth of our most deadly outlaws, our murderers, our machine-gunning desperadoes, are little beyond childhood. It becomes incumbent upon all of us to recognize and admit the causes for such scandalous conditions, and, reaching beyond, to search for the means by which they may be remedied. .......

"The sentimental theorists who dominate present-day child guidance, believe that if a child is chastised, it may develop an inhibition or affect its later self-expression. So long as we fail to recognize that discipline is an essential part of human development, just so long will we have an aimless, directionless milling of the herd which can result only in mental panic and a thorough disregard for the rights of society to peace and order."
A second address given by Mr. Hoover before the Holy Name Societies at New York City on September 19, 1936 is in part as follows:

"It is all very well to say that youth should have its fling, but statistics show that the way of youth is tending too swiftly toward the path of crime. ...........

"In addition to criminal wreckage of youth, which lays a heavy enough burden on us all, this parental indifference in America tends to create a weakening even of our political structure. Instigators of subversive activities against our form of Government recruit their army of revolt from the ranks of youth.

"And they win these tragic, misguided young zealots because parents have been too lazy or too ignorant of existing conditions, or too enamored of false philosophies to attack teachings foreign to our ideals and repugnant to the solid American wisdom and common sense which should exist in every home. No boy or girl will be a recruit to subversive activities against our traditions if he or she has been correctly reared and taught by responsible parents that America can exist only as a community of God-fearing, sober-minded, and liberty-loving free men and women.

"The time has come when proper respect for law should be a prime element of all education, in the church, in the home, in the school, in the college, and in our daily life. Children should be taught the filthiness of crime. They should be shown the utter lack of reward, the fear in which a person must live if he is honestly pursued; the career of bribery and underworld chicanery he must pursue if he is to escape apprehension. Children must be shown that there has been no change in the old laws of cause and effect; that crime brings punishment and there is no way to escape it." ...... 4

To show the need for careful legal provisions in

our states to care for our blind and deaf, the census of blind and deaf mutes in each state and in the United States for the year 1930 is presented in Table I below. This table lists all blind and deaf, not just those of school age.

**TABLE I**

**CENSUS OF BLIND AND DEAF MUTES, 1930**

<table>
<thead>
<tr>
<th>State</th>
<th>Blind</th>
<th>Deaf Mutes</th>
<th>State</th>
<th>Blind</th>
<th>Deaf Mutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1,415</td>
<td>1,048</td>
<td>Nevada</td>
<td>54</td>
<td>30</td>
</tr>
<tr>
<td>Arizona</td>
<td>259</td>
<td>174</td>
<td>New Hampshire</td>
<td>251</td>
<td>222</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1,101</td>
<td>918</td>
<td>New Jersey</td>
<td>1,222</td>
<td>1,324</td>
</tr>
<tr>
<td>California</td>
<td>2,597</td>
<td>2,101</td>
<td>New Mexico</td>
<td>607</td>
<td>262</td>
</tr>
<tr>
<td>Colorado</td>
<td>751</td>
<td>532</td>
<td>New York</td>
<td>4,418</td>
<td>5,373</td>
</tr>
<tr>
<td>Connecticut</td>
<td>581</td>
<td>568</td>
<td>North Carolina</td>
<td>1,318</td>
<td>1,334</td>
</tr>
<tr>
<td>Delaware</td>
<td>101</td>
<td>64</td>
<td>North Dakota</td>
<td>195</td>
<td>306</td>
</tr>
<tr>
<td>Dist.Columbia</td>
<td>157</td>
<td>118</td>
<td>Ohio</td>
<td>4,154</td>
<td>3,047</td>
</tr>
<tr>
<td>Florida</td>
<td>816</td>
<td>725</td>
<td>Oklahoma</td>
<td>1,167</td>
<td>1,372</td>
</tr>
<tr>
<td>Georgia</td>
<td>1,788</td>
<td>1,283</td>
<td>Oregon</td>
<td>496</td>
<td>549</td>
</tr>
<tr>
<td>Idaho</td>
<td>156</td>
<td>136</td>
<td>Pennsylvania</td>
<td>4,373</td>
<td>4,699</td>
</tr>
<tr>
<td>Illinois</td>
<td>4,490</td>
<td>3,515</td>
<td>Rhode Island</td>
<td>347</td>
<td>539</td>
</tr>
<tr>
<td>Indiana</td>
<td>2,204</td>
<td>1,713</td>
<td>South Carolina</td>
<td>1,028</td>
<td>846</td>
</tr>
<tr>
<td>Iowa</td>
<td>1,577</td>
<td>1,162</td>
<td>South Dakota</td>
<td>253</td>
<td>425</td>
</tr>
<tr>
<td>Kansas</td>
<td>1,246</td>
<td>1,173</td>
<td>Tennessee</td>
<td>1,540</td>
<td>1,426</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1,977</td>
<td>1,316</td>
<td>Texas</td>
<td>2,606</td>
<td>2,348</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1,252</td>
<td>1,062</td>
<td>Utah</td>
<td>238</td>
<td>277</td>
</tr>
<tr>
<td>Maine</td>
<td>626</td>
<td>444</td>
<td>Vermont</td>
<td>223</td>
<td>214</td>
</tr>
<tr>
<td>Maryland</td>
<td>799</td>
<td>737</td>
<td>Virginia</td>
<td>1,405</td>
<td>1,373</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1,924</td>
<td>1,820</td>
<td>Washington</td>
<td>792</td>
<td>746</td>
</tr>
<tr>
<td>Michigan</td>
<td>1,742</td>
<td>2,336</td>
<td>West Virginia</td>
<td>814</td>
<td>791</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1,047</td>
<td>1,226</td>
<td>Wisconsin</td>
<td>1,530</td>
<td>1,757</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1,121</td>
<td>829</td>
<td>Wyoming</td>
<td>53</td>
<td>60</td>
</tr>
<tr>
<td>Missouri</td>
<td>3,879</td>
<td>1,999</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>235</td>
<td>305</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>552</td>
<td>854</td>
<td>UNITED STATES</td>
<td>63,489</td>
<td>57,084</td>
</tr>
</tbody>
</table>

5. U.S. Census Bureau, Dept. of Commerce, 1930, p. 79. Statistical Abstract of the U.S.
By this table we discover that there were 63,489 blind and 57,084 deaf in the United States in 1930. Ten years earlier, in 1920, the blind numbered 52,567, and the deaf mutes numbered 44,885.

The importance of our care of mentally deficient individuals may be shown by the numbers of mental patients found in our hospitals. In 1934, according to the United States Bureau of the Census, there were 403,519 patients in 469 hospitals. This figure does not include 48,153 individuals who were out on parole.

The 1934 admissions to mental hospitals totaled 134,237. Of this number, 79,940 were males, and 54,297 were females. A large number of the patients, or 96,933 of them, were being admitted to mental hospitals for the first time.

The number of new patients in 1934 by states is presented in Table II, page 7.
TABLE II

ADMISSION OF PATIENTS IN HOSPITALS IN 1954

<table>
<thead>
<tr>
<th>State</th>
<th>Patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1,515</td>
</tr>
<tr>
<td>Arizona</td>
<td>263</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1,991</td>
</tr>
<tr>
<td>Calif.</td>
<td>8,330</td>
</tr>
<tr>
<td>Colorado</td>
<td>1,758</td>
</tr>
<tr>
<td>Conn.</td>
<td>4,458</td>
</tr>
<tr>
<td>Delaware</td>
<td>342</td>
</tr>
<tr>
<td>D.C.</td>
<td>868</td>
</tr>
<tr>
<td>Florida</td>
<td>1,452</td>
</tr>
<tr>
<td>Georgia</td>
<td>2,261</td>
</tr>
<tr>
<td>Idaho</td>
<td>205</td>
</tr>
<tr>
<td>Illinois</td>
<td>9,398</td>
</tr>
<tr>
<td>Indiana</td>
<td>2,291</td>
</tr>
<tr>
<td>Iowa</td>
<td>2,747</td>
</tr>
<tr>
<td>Kansas</td>
<td>1,105</td>
</tr>
<tr>
<td>Kentucky</td>
<td>2,689</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2,127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
<td>540</td>
</tr>
<tr>
<td>Mass.</td>
<td>6,208</td>
</tr>
<tr>
<td>Mich.</td>
<td>3,545</td>
</tr>
<tr>
<td>Miss.</td>
<td>1,722</td>
</tr>
<tr>
<td>Missouri</td>
<td>5,192</td>
</tr>
<tr>
<td>Montana</td>
<td>507</td>
</tr>
<tr>
<td>Nebr.</td>
<td>813</td>
</tr>
<tr>
<td>Nevada</td>
<td>95</td>
</tr>
<tr>
<td>N.H.</td>
<td>538</td>
</tr>
<tr>
<td>N.J.</td>
<td>4,627</td>
</tr>
<tr>
<td>New Mex.</td>
<td>137</td>
</tr>
<tr>
<td>New York</td>
<td>22,316</td>
</tr>
<tr>
<td>N. C.</td>
<td>2,570</td>
</tr>
<tr>
<td>N. Dak.</td>
<td>399</td>
</tr>
<tr>
<td>Ohio</td>
<td>6,228</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okla.</td>
<td>2,040</td>
</tr>
<tr>
<td>Oregon</td>
<td>1,042</td>
</tr>
<tr>
<td>Penn.</td>
<td>8,620</td>
</tr>
<tr>
<td>R.I.</td>
<td>688</td>
</tr>
<tr>
<td>S.C.</td>
<td>1,217</td>
</tr>
<tr>
<td>S. Dak.</td>
<td>399</td>
</tr>
<tr>
<td>Tenn.</td>
<td>3,028</td>
</tr>
<tr>
<td>Tex.</td>
<td>3,150</td>
</tr>
<tr>
<td>Utah</td>
<td>290</td>
</tr>
<tr>
<td>Vermont</td>
<td>641</td>
</tr>
<tr>
<td>Virginia</td>
<td>2,889</td>
</tr>
<tr>
<td>Wash.</td>
<td>721</td>
</tr>
<tr>
<td>W. Va.</td>
<td>946</td>
</tr>
<tr>
<td>Wis.</td>
<td>3,727</td>
</tr>
<tr>
<td>Wyoming</td>
<td>279</td>
</tr>
<tr>
<td>UNITED</td>
<td></td>
</tr>
<tr>
<td>STATES</td>
<td>134,257</td>
</tr>
</tbody>
</table>

There were 93,438 mental defectives and epileptics in institutions at the beginning of 1934 which were not included in the above figures.

The responsibility for meeting the challenge of this problem of caring for delinquents and unfortunate children lies with each state. Failure to meet the problem satisfactorily will adversely affect our nation as a whole. Each state should begin this work by providing adequate and up-to-date laws dealing with the various phases of delinquency, blindness, deafness, and mental deficiency.


Patients in Hospitals for Mental Disease.
Purpose of the Study

The general purpose of this study is to make a careful investigation of the existing laws of the States of the United States as they concern delinquent and unfortunate children. We cannot, as citizens of Arizona and of the United States, improve any undesirable conditions now existing within our state and within our nation until we have carefully examined and investigated the legal provisions on the subject at the present time in the State of Arizona, the legal trends on the subject over a number of years in the State of Arizona, and the legal provisions on the subject made by other states which differ from those found in Arizona.

In order to treat these three phases of (1) legal provisions in the State of Arizona at the present time, (2) trends of legal provisions in Arizona School Law from 1883 to 1937, and (3) legal provisions made by other states that differ from those found in our state, there has been a further subdivision made. Provisions for delinquent boys, for delinquent girls, for the blind, for the deaf, for the mentally deficient, for child welfare, and for child labor will each be dealt with in turn as each of the three phases are considered. This division and subdivision of material should help us to locate the weaknesses in our laws, and to suggest remedies that may be advisable.
Method of Procedure

Due to the nature of this problem the data for solving it consist principally of legal statements found in the school laws of the states which are issued in bulletin form by the various State Departments of Education.

Whenever possible, the facts are shown in the form of tables and charts so that they may be more readily interpreted. Conclusions are given as to each type of delinquent or unfortunate child, and recommendations are suggested whenever possible.

Chapter IV endeavors to show how the school laws of the other states differ in their treatment of delinquents and unfortunates from the school laws of Arizona. This treatment gives us a good opportunity to compare and weigh our state with other states.

Definition of Terms

It might be well before actually beginning this paper to define such terms as "delinquent child", "incorrigible child", "neglected child", "mentally deficient child", and "blind or deaf child".

Webster's New International Dictionary of the English Language defines a delinquent as a "transgressor against duty or law, especially in a degree not constituting crime; one who offends by neglect or violation of duty or of law." Funk and Wagnall's New Standard Dictionary of the English
Language defines delinquent as "one who neglects or fails to perform a duty, or who commits a fault or misdemeanor."

The Montana law defines a juvenile delinquent in the following manner:

"Every child between ages of 8 and 14 and every child between 14 and 16 unable to read and write the English language, or not engaged in some regular employment and who is an habitual truant from school, or who absents itself habitually from school, or who while in attendance at any public, private or parochial school is incorrigible, vicious, or immoral in conduct, or who habitually wanders about the streets and public places during the school hours, having no business or lawful occupation, 'shall be deemed a juvenile disorderly person.'"

In the Arizona school law are found the following definitions:

"A neglected child shall mean a child under 18 who is destitute, homeless, abandoned, or dependent upon the public for support, or who has not proper parental care or guardianship."

"Incorrigible children shall mean those under 18 who are charged by parent or guardian with being unmanageable, or who refuse to obey their parent or guardian in matters where such disobedience is a violation of law."

"A delinquent child is one under 18, including such as have been designated 'incorrigible children', who may be charged with the violation of a law of this state or the ordinance of a town or city."

There are many degrees of mental deficiency. The Alabama law gives a very complete definition suitable for

our purposes in this study. The definition is as follows:

"The terms 'feeble-minded' and 'mental inferior, or deficient' shall include every person with such a degree of mental defectiveness from birth, or from an early age that he is unable to care for himself and to manage his affairs with ordinary prudence, or that he is a menace to the happiness or safety of himself or of others in the community, and requires care, supervision, and control either for his own protection or for the protection of others." 9

Mentally deficientss as defined by the law of Arizona are:

"Minors who are so mentally deficient that they are incapable of managing themselves or their affairs independently with ordinary prudence, or of being taught to do so and who require control and education for their own welfare or for the welfare of others; minors whose intelligence in the judgment of one or more examiners, using standard psychological and supplementary tests, will not develop without such care." 10

A very simple and yet adequate definition as to what blind and deaf individuals shall be cared for in Ohio is given below.

"All afflicted, with sound mind, but who cannot be properly educated in the public schools are to be cared for in the blind and deaf schools." 11

The Arizona law admits to the blind and deaf school all individuals between the ages of 6 and 21 who have suitable capacity and good moral character, but who cannot, because of their affliction, be educated in the common schools. 12

CHAPTER II

LEGAL PROVISIONS FOR DELINQUENT AND UNFORTUNATE CHILDREN IN THE SCHOOL LAW OF ARIZONA AT THE PRESENT TIME

Purpose

The purpose of this chapter is to depict the legal provisions made for delinquent and otherwise unfortunate children in Arizona as compiled in the Revised Code of Arizona, 1928, with new laws and amendments passed by the State Legislature since that date. Consideration will be given to those provisions relating to the following: a board of directors for state institutions; juveniles; delinquent boys; delinquent girls; blind; deaf; mentally deficient; child welfare; and child labor.

General Conditions in Existence

Arizona has considered it to be her rightful obligation to care for the delinquent and unfortunate children within her boundaries even before she became a State. However, she has cared for these children in varying degrees of efficiency, as we shall see.

As early as 1893, by an act of the Territorial Legislature, a reform school was provided for at Flagstaff. For this early reformatory, which was a part of the territorial educational system "to reform wayward pupils whose home
Influences were demoralizing, 130 acres of land were donated. Later, in 1902, a reform school for both girl and boy juvenile offenders was in existence at Benson, Arizona.

In 1897, under provisions of Act No. 10 of the Eighteenth Territorial Legislative Assembly, three blind children were provided for in the California Institution for the Deaf, Dumb, and Blind at Berkeley for a fee of $300.00 each per year. In 1899, the parents of Elmo Kemp, deaf child at Safford, Arizona, made application to the Legislative Assembly for his admittance to the Utah School for Deaf at Ogden. The Assembly granted this request, and paid $250.00 a year for his schooling.

Several years after the University of Arizona was established, a deaf and dumb department was created as a part of the University. In 1912, according to the first report of the Superintendent of Public Instruction since statehood, there were nineteen in the deaf and dumb department and four applications under consideration.

The mentally deficient children within the State have not been as well cared for as our delinquents, blind, and deaf. We find that it was not until 1926 that the County School Superintendents, working with the Arizona State Parent-Teachers Association, a branch of the National Congress of Parents and Teachers, prepared a bill to provide a school on the child colony plan for training of mentally deficient children of school age for presentation to the Regular Session of the Eighth Legislature.

The progress Arizona has made in its treatment of these children will be discussed in detail as each phase of delinquent or unfortunate child is considered.

The financial cost of this program for the state is of interest. The data for the fiscal year ending June 30, 1929, are presented in Chart 1 and Chart 2.

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Chart 1. The Proportion by Groups of Total Expended in Arizona for the Fiscal Year Ending June 30, 1929.

Chart 2. The Proportion by Groups of Tax Money Expended in Arizona for the Fiscal Year Ending June 30, 1929.
These two charts do not show the cost of the state institutions for juvenile delinquents, blind and deaf, mental patients, and such as that. The costs for these divisions of the health, penal, and charitable sections of each chart are shown in Table III.

TABLE III

NET EXPENDITURES AND NET TAX EXPENDED IN ARIZONA FOR THE FISCAL YEAR ENDING JUNE 30, 1929, FOR HEALTH, PENAL, AND CHARITABLE INSTITUTIONS

<table>
<thead>
<tr>
<th>Health, Penal, and Charitable Institutions</th>
<th>Net Expenditures</th>
<th>Net Tax Money Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asylum for the Insane</td>
<td>$291,751.81</td>
<td>$284,152.00</td>
</tr>
<tr>
<td>Board of Health</td>
<td>$44,496.37</td>
<td>29,742.86</td>
</tr>
<tr>
<td>Child Welfare Board</td>
<td>$29,912.25</td>
<td>29,912.25</td>
</tr>
<tr>
<td>Education of Deaf and Blind</td>
<td>125,877.89</td>
<td>119,952.08</td>
</tr>
<tr>
<td>Free Employment</td>
<td>2,474.32</td>
<td>2,474.32</td>
</tr>
<tr>
<td>Industrial School</td>
<td>57,989.96</td>
<td>55,503.38</td>
</tr>
<tr>
<td>Laboratory</td>
<td>8,572.94</td>
<td>8,572.94</td>
</tr>
<tr>
<td>Pioneer's Home</td>
<td>60,684.87</td>
<td>58,246.41</td>
</tr>
<tr>
<td>Prison</td>
<td>154,386.29</td>
<td>147,653.53</td>
</tr>
<tr>
<td>School for Girl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juvenile Offenders</td>
<td>28,990.28</td>
<td>28,990.28</td>
</tr>
<tr>
<td>State School for Girls</td>
<td>11,483.49</td>
<td>11,483.49</td>
</tr>
<tr>
<td>Veterans' Welfare</td>
<td>4,999.97</td>
<td>4,999.97</td>
</tr>
<tr>
<td></td>
<td>821,600.44</td>
<td>781,483.31</td>
</tr>
</tbody>
</table>

The data as to how the tax dollar was spent in 1929-1930 are presented in Chart 3. During this fiscal year the State's health, penal, and charitable institutions alone cost the tax payer $882,699.41.

Chart 3. How the Tax Dollar Was Spent in Arizona, 1929-1930

Based on an expenditure of $6,317,977.23 from funds raised by direct taxation, the above chart shows in cents the exact division of the state's tax dollar between the various departments of state government according to figures compiled by the state auditor's office for the fiscal year 1929-1930. 9

The portion of each dollar of tax money expended for the different governmental functions for the more recent year of 1936 is shown by Chart 4:

Chart 4. Distribution of Total Tax Levy for State Purposes, and the Portion of Each Dollar of Tax Money Expended for the Different Governmental Functions for the Year 1936

Out of a total of $1,783,684 collected in taxes in Arizona in 1936, $1,042,941 was spent on education, $199,060 on old age pensions, $192,266 on state institutions (other than educational institutions), $132,436 on administration, $99,839 on agriculture and livestock, $62,184 for interest and redemption, $36,562 for legislative and judicial expense, $21,125 for military expense,
and $2,173 for special appropriations.

Board of Directors of State Institutions

It is well at this time to mention that Arizona has a board of directors for state institutions. This board consists of the governor, the state treasurer, and one elector, who is appointed. The board controls the state fair, the hospital for the insane, the industrial schools, the home for Arizona pioneers, the prison, the capitol building, and all charitable, reformatory, or penal institutions established and maintained by the State.

The appointed member is the secretary who is bonded at $25,000. He gets a salary of $4,800, but the other two members are only paid traveling expenses in connection with their work.

The board appoints a purchasing agent for the state institutions at a salary of $4,800. He purchases all supplies, and if an order is for $500 or more he must submit it to bid.

The board maintains an office in the State Capitol Building where it keeps all of its records. The chief officer of each state institution is under the board's control, and before October 1 of each year must submit to the board a statement of its financial affairs. Before the

twentieth of each month the officers submit statements showing expenditures for the month and estimated expenditures for the month following. One of the principal duties of the board members is to visit the state institutions. The board cooperates with the United States Commissioner General of Immigration for arranging and providing for the return to foreign countries of alien public charges, such as are found in the industrial schools.

Juveniles

The superior courts shall have exclusive original jurisdiction in all proceedings and matters affecting neglected, incorrigible, or delinquent children, or children under the age of eighteen years accused of crime. It is suggested that the reader keep in mind the definitions of neglected, incorrigible, and delinquent children as found in the Revised Code of Arizona and listed on page 10 of this paper.

The powers of the superior court may be exercised upon the petition of any citizen, or whenever a child under eighteen years of age is charged with the commission of a crime.

The superior court of each county may appoint volunteer probation officers without pay and one chief probation offi-

cor with a salary of $150 per month. This chief probation officer looks after neglected or delinquent children in the county, makes investigations, is present in court and represents the interests of the child in court, attempts to assist the court in every manner, and takes charge of the child as the court may direct.

The court may allow the probation officer an amount for the maintenance of the child, or, if conditions are right, the court may permit the child to be legally adopted. The judge may commit a child to its own parents under supervision, or, if that is inadvisable, he may commit the child to an institution. A report must be made to the court by the person or institution to whom the child is paroled. No order for commitment shall extend to a period beyond when such child shall attain the age of twenty-one years.

A delinquent child under twelve years of age shall not be committed to the state industrial schools unless, after care given such a child by probation, the court finds that the best interests of the child and the welfare of the community demand such commitment.

Provision is made whereby children must always be kept separate from adults charged with or convicted of crime.

Provisions for Delinquent Boys

At Fort Grant, Arizona, located in Graham County, forty miles northwest of Safford and thirty miles north of Willcox, the nearest railroad point, is our State Industrial School for Boys.

This school was created and established by law in 1901, but at that time it was for both sexes of juvenile offenders and it was located at Benson, Arizona. The law provided that "the buildings and grounds be arranged for the care, confinement, and education of each sex and so as to prevent all communication between the sexes." Later it was decided by our legislature to have separate schools for boys and girls, largely because of the precedent set by other states and because of the growing conditions in Arizona. With this growth, Arizona had more need for a girls' school, and, in 1927, it was felt that the state could support a separate school for girls.

The purpose of the boys' school is stated in the Revised Code of Arizona, 1928, Chapter 70, Article 3, paragraph 2936. The law is as follows: "The state industrial school shall be maintained for the confinement, discipline, education, employment and reformation of juvenile offenders in the state." Commitment to the school is either voluntary or by superior court action. The board of control estimates and determines the actual expense per
month of maintaining each inmate, not including use of grounds and buildings, and includes a statement of such estimated expense in each annual report. When a child is committed to the institution at the instance of a parent or other protector, the cost of keep, including transportation, is entirely paid by such person if he or she is capable of paying. In case of poverty, or other good cause, the board might request that the costs of transportation be borne by the county from which the commitment was made, and that all expenses thereafter be paid by the state.

The board of directors of state institutions has general supervision and control of the school. The governor of the state appoints a superintendent of the industrial school at $5,000 a year, and an assistant superintendent of said school at $1,800 a year. The superintendent of the school is to account to the board as it may require for all property entrusted to him. The board, at least every three months, examines the superintendent's accounts, vouchers, and documents, and makes a report of its examination in the records.

The superintendent of the school takes the oath of office and executes a bond, with sureties that are approved by the board, in the sum to be fixed by the board. The superintendent must reside at the institution. Subject to direction of the board, the superintendent has charge of
the inmates and of the property of the institution. He is to discipline, govern, instruct, employ, and use his best efforts to reform the boys that are sent to him.

Changes in the provisions listed above for the boys' industrial school, and conditions and statistics of the school since its establishment will be presented in the following chapter. The location of the town in which the school is situated and the towns in which the other state institutions with which we are concerned are situated may be found on the map, page 25.

Provisions for Delinquent Girls

At Randolph, Arizona, which is in Pinal County, fifteen miles southwest of Florence, the state Industrial School for Girls was located during its brief existence. Randolph is a very small town on State Highway 87 and on the Southern Pacific Railway.

The State Legislature in 1927 provided that there should be established and maintained in the state, at a suitable and convenient locality to be chosen by the board of directors of state institutions, a state school for the confinement, discipline, education, employment and reformation of girl juvenile offenders.

The general supervision and government of the school

Map 1. Map of Arizona Showing the Counties and Towns at Which Certain State Institutions are Located
was in the hands of the board, the same as with the state industrial school for boys. The board was directed to contract and provide for construction of buildings on the "cottage plan" and with reference to future erection of other necessary buildings.

The board appointed a superintendent at a salary not to exceed $1,800 a year, and an assistant superintendent at a salary not to exceed $1,500 a year. The board was to choose other employees, officers, and assistants as the institution might require, and to prescribe the duties and fix the salaries of such employees.

The superintendent took the oath of office and gave bond as determined by the board. The superintendent had the same powers and duties as the law prescribed for the superintendent of the state industrial school. Such powers and duties gave the superintendent charge of the property of the institution and of the inmates, subject to the board's control. The superintendent was to discipline, govern, instruct, employ, and use every effort to reform the inmates.

The board was to estimate and determine the actual expense per month of maintaining each girl committed to the school, and was to make a statement of the estimate in each annual report to the governor. If a girl was committed to the school at the request of a parent or legal pro-
tector, all costs of keep and of transportation to and from the school were to be paid by that individual. The board might, because of the poverty of a family or for some other good reason, request that the county from which the commitment was issued pay for the transportation. Other expense would then be borne by the state.

This girls' industrial school was provided for in Chapter 20 by the Eighth Regular Session of the Arizona State Legislature in 1927. In 1936, with less than ten years' existence, the State Legislature decided to abandon the school. Further facts concerning changes and trends made will be discussed in the next chapter.

Provisions for Blind and Deaf

We are able to deal with the blind and deaf together in this section, since the Arizona law provides for them in the same institution, at the present time. For a good many years, the deaf children were cared for by a department of the State University and the blind children were cared for in other state institutions, but these conditions and trends will be discussed at a later time. Now, the problem is to find what legal provisions are made for the blind and deaf at the present time.

A law passed in 1929 by the Arizona State Legislature...
provided that the institution for the deaf and blind here-
tofore known as a department of the University of Arizona
was created a body corporate under the name of The Arizona
State School for the Deaf and the Blind, and that it was
to continue as established and located at Tucson, the
county seat of Pima County.

The law states that the organization shall have per­
petual succession, a corporate seal, that it may sue and
be sued, that it may contract and be contracted with, and
that it may take and hold real and personal property re­
quired for its use. It may convert property received by
gift, purchase, or bequest into property more suitable to
its use or into money. The law declares the organization
a public corporation, and therefore its property is exempt
from all taxes and assessments.

The purpose of the school is for the physical, moral,
and intellectual culture and training of the respective
classes for whose benefit the institution was created so
that the children educated in the institution may be re­
turned to society as self-sustaining and useful citizens.
The school is recognized as an institution for educational
purposes, and no person may act as superintendent or prin­
cipal who has not had at least five years' experience as a
teacher of the deaf.

All persons totally or partially blind who can not ac-
quire an education in the common schools of the state, but who are between the ages of six and twenty-one and have suitable capacity and good moral character, are entitled to an education in the institution without charge. This same rule applies to all deaf residents of the state, and to those who are deaf to such an extent or whose speech is so defective that they cannot acquire an education in the common schools of the state.

The government of the school is vested in a Board of Directors of three members. The governor, who is an ex-officio member of the board, appoints the other members. The board members serve without compensation, but the actual expenses incurred in attending to their duties are to be paid for out of the school funds. The board must keep a record of all important papers. The term of office for the board of directors is three years. The term of one member expires each year, and then a new member is appointed for a three year term. Vacancies occurring are to be filled for the unexpired terms.

A grant of one hundred thousand acres of land for schools and asylums for deaf and blind was made by an Act of Congress before we became a state. The act was entitled "An Act to enable the people of New Mexico to form a constitution and state government and be admitted to the Union on an equal footing with the original states; and to enable
the people of Arizona to form a constitution and state
government and be admitted into the Union on an equal
footing with the original states." The grant was approved
June 20, 1910, and provided that the proceeds of this land
were to be forever reserved for the Arizona State School
for the Deaf and the Blind.

The board members act as trustees of all gifts and
donations. The land given by the United States in the
above mentioned grant, or anything belonging to the land,
cannot be disposed of except by the unanimous approval of
all members of the board.

The board appoints the executive of the school and
may remove him for inefficiency. This superintendent of
the school must be a competent educator of the deaf, and
be acquainted with school management and class instruction
of the deaf and blind. If the board removes him from office,
he may have a hearing before the board, and if they find
that he was removed without sufficient cause, he is re-
instated. The superintendent recommends to the board the
assistants, clerks, teachers, and medical officers that he
feels are necessary. These employees are under the control
of the superintendent, and may be discharged by him. There
are to be no political or religious qualifications re-
quired of any pupil or employee in the school.

The salary schedule for the school becomes operative
on July 1 of each year. In addition to his salary, each
officer required to live at the school may receive food supplies for his family from the school supplies. The payroll submitted by the superintendent is audited by the board. Each official who is given custody of funds or property belonging to the State of Arizona must furnish a bond.

The board prepares and delivers annually a detailed report of the school for the governor. It also prepares a budget for the institution and a report of the costs of the institution for the preceding biennium for the use of the legislature. The superintendent purchases all supplies for the school under order of the board.

No board member or employee thereof shall accept any gifts from a person, firm, or corporation having dealings with the institution. Any individual so doing shall be deemed guilty of bribery. Board members of employees of the school are not to attempt to influence the political views of others, nor are they to contribute to political campaign funds. Anyone guilty of violation of this rule may be removed from office. The board has the power to bring suits necessary to protect the interests of the institution.

The board has control of admission to the institution, and keeps a complete record of each inmate from the admittance until the dismissal of such individual. The board
supervises the methods used so that the best treatment and care known to modern science will be given as nearly as practicable, and so that the best methods of teaching for improving and educating the deaf and blind may be given.

Children from six to eighteen years of age inclusive, whose parents are residents of the state, are required to attend the school unless they are being privately educated, or unless they are not subjects for admission to the institution. Any parent or guardian of a blind or deaf child not physically or mentally disqualified, who refuses to send such child to the school, may be fined from five to twenty dollars and may be imprisoned from five to ninety days. It is the duty of the truant officers in the state to enforce this law. The board may admit non-residents and other ineligibles if there is room in the school and it will not inconvenience the regular inmates. The children from other states and countries must pay in advance to the superintendent of the school a sum fixed by the board. If the parent or guardian of a child is unable to pay for the transportation and clothing of that child, allowance is made for the same by the county from which the child came.

The physician to the institution makes a report to the board stating the number and kind of cases treated and the sanitary conditions existing.

All moneys appropriated or received for the deaf and
blind which remained on hand July 1, 1929, were turned over to the state treasurer by the Board of Regents of the University of Arizona, and were placed to the credit of the Arizona State School for the Deaf and Blind.

Provisions for Mentally Deficient

In 1927 the State Legislature made partial provision for an Arizona children's colony. At that time the colony was to be located on the campus of the Arizona State Teachers College at Tempe. Nothing further was done towards the school in 1927. In 1928 an investigation or survey was conducted to determine how many mentally deficient children there were in the state. It was not until 1929 that an actual site was purchased for the colony. This was done according to the following provision in the law:

"For the purpose of acquiring a site and improving the same, said site to be farming land under a well established irrigation district, there is hereby transferred and made available to the said board the sum of twenty-five thousand dollars, or as much thereof as may be necessary, as appropriated by Section 23 of Chapter 96, Regular Session of the Eighth Legislature of 1927; and that hereafter any money appropriated for the erection and equipment of buildings, salaries, maintenance, and operation shall be appropriated in the manner provided by law through the general appropriation bill." 16

A more complete history of the Arizona Children's

16. Ibid., Paragraph 1129, Section 2, pp. 107-108.
Colony, or the provisions for such a colony, will be given in the following chapter of this paper. Let us here see what the legal provisions for the maintenance and control of the colony are.

According to the law, the institution is for the care and education of mentally defective children, and is under the direct supervision of the state board of education. The superintendent of the colony is to have charge of the inmates subject to the direction of the board. He employs, with the board's approval, teachers and employees for the colony, and prescribes their duties and fixes their compensation. The board may accept any gifts to the colony, holding them in trust or investing them.

Mentally deficient persons who are not insane, and who have been residents of Arizona for one year immediately prior to admission, and who are not hospitalization cases may enter the colony. Mental deficient are defined as those who are incapable of managing themselves or their affairs independently, or of being taught to do so, and who require control and education for their own welfare or for the welfare of others. They may be defined as minors whose intelligence in the judgment of one or more examiners, using standard psychological and supplementary tests, will not develop without special care. On January 2 of each year, the state board is to choose a board of
examiners to examine applicants for the colony. This board of examiners is to consist of one physician, one psychiatrist, and one psychologist.

A petition for admission to the colony may be made by the parent or guardian of a child, or by an interested citizen. The petition must state the relation of the child to the petitioner; the name, age, sex, and residence of the child; a statement of the child's mental and physical conditions; whether the child has property or means of support; who the custodian of the child is; and where the child lives in Arizona and how long he has lived there. Upon the filing of this petition, the board sets a hearing in the judge's chambers in the county where the child lives. The court has the child examined by the state examiners, and, after hearing the evidence, may commit the child to the colony. A child is to be discharged or released from the colony only upon order of the board. The board will release any child who is to be removed from the state permanently.

If the child or the legal protectors of the child can pay for his or her care, then the court is to require them to pay a sufficient sum quarterly. Non-residents are to be admitted to the colony, but they must pay for their maintenance. The costs of the hearing and of the transportation to the colony are to be paid by the county from
which the child has been committed. If a petition has been filed maliciously, the court may require the petitioner to pay the expense of the hearing. When a superintendent of one of the state institutions reports to the board that he has a mentally deficient child therein, an examination is held, and the court may order the child transferred to the colony.

Any person who improperly causes a child to be declared mentally defective, or who helps a child escape from the colony, or who conceals an escaped child, or who brings firearms on the grounds of the colony is guilty of a misdemeanor. He may be fined $200, or put in the county jail for six months, or be given both the fine and jail sentence.

Provisions for a Child Welfare Board

The law when Arizona first became a state in 1912 provided for a child welfare board. The board consists of three members appointed by the governor for a two year term. Two of the members must be women. The members serve without salary, except that they are paid for the necessary expense incurred in the discharge of their duties. The board elects a secretary who is paid $1,800 a year and traveling expenses.

This board has control of all orphans, waifs, and dependent children under sixteen years of age who are not otherwise cared for by the state. The actions of the board are subject to the supervision, orders, and directions of the superior court of the county in which the child resides. The board, through its secretary, conducts investigations, and attempts to find suitable homes for children. It is the legal trustee of gifts of money made to help unfortunate children, and with this money it creates the "state child welfare fund". The board may enter into contract with non-sectarian institutions to care for children if one member of the board is placed on the board of such institution. The board investigates these institutions, and may cancel contracts made with them if it is found that children placed therein are not getting the proper care. The board is the legal guardian of these children without specific appointment by court, but it acts under the jurisdiction of the superior courts. That is, the board does not assume guardianship without the consent of parents or order of the superior court.

The superior court in each county appoints a county welfare board which makes investigations and reports to the state board and to the judge of the superior court.

The state board may fix an amount per month for the support of needy mothers who are citizens of the United
States and who have resided in the state for at least one year. For each child under sixteen years of age such mother might have, the state board may allow an amount equal to that granted to the mother. Mothers who come under this provision are those widowed or abandoned who are unable to support or maintain their families. 18

Provisions for Child Labor

In Section 1033 of the Arizona Statutes provision is made to excuse from school a child over fourteen years of age who has the consent of his parent or guardian. This section provides that no child under sixteen years of age shall be employed during school time unless he has a certificate from the attendance officer of the school district stating that he has been excused. This certificate may be revoked at any time. The employer files the certificate with the county school superintendent. Upon termination of the work for which the boy was hired and the certificate was issued, the employer must notify the county school superintendent. For violation of any of the above provisions a person may be fined from five to three hundred dollars, may be imprisoned from one to ninety days, or may be given both the fine and jail sentence. 19

Further legal provisions for child labor are found in

other places in the statutes. A child under fourteen is not to work in a mill, factory, workshop, mercantile establishment, tenement house, manufactory or workshop, store, business office, telegraph or telephone office, restaurant, bakery, barber shop, apartment house, boot-black stand, or in the distribution or transportation of merchandise or messages. However, boys from ten to fourteen may be permitted by the school board to sell papers or engage in other work outside of school hours. The types of employment for children under sixteen years of age are also listed in the law. These types of employment include any work declared by the state board of health to be dangerous to the lives or limbs, or injurious to the health or morals of children under sixteen.

An employer of a child under sixteen must keep an employment certificate for the child. Two lists of the names of the children employed must be posted by the employer, and one of these lists must be at the entrance of his establishment. Employment certificates are issued by county, city, or town superintendents of schools. Such a certificate is not to be issued until the school record and birth record of the child are examined. The child must personally be examined and found able to read and write simple English sentences. He must have normal development, sound health, physical fitness, and be fourteen or upwards.
The certificate of school record is to be furnished to a child upon request. This certificate must state that the boy has received instruction equivalent to five yearly grades. A list of the employment certificates issued must be reported to the state superintendent of public instruction.

The state board of health also determines the character of occupations prohibited to children under eighteen years of age. These types of employment may be found listed in Section 1370 of the Arizona Statutes.

In incorporated cities no person under twenty-one years of age can be employed as a messenger before five in the morning or after ten o'clock at night. The forty-eight hour week is the limit for minors with domestic and farm work excepted. A day's labor is to consist of not more than eight hours, and it is not to begin before seven in the morning. An employer is to post notice of the hours of labor of boys under sixteen and of girls under eighteen. No boy under ten and no girl under sixteen is to sell papers. No boy under ten is to work as a bootblack.

Inspectors and truant officers are to see that the child labor laws are obeyed. For any violation of the laws, a person may be fined from five to two hundred dollars, or put in jail from ten to thirty days, or given both the

fine and jail sentence. The failure of an employer to produce employment certificates is evidence of illegal employment. A child who is working and refuses to give his name or age to an inspector shall be taken before the juvenile court and dealt with according to law.

CHAPTER III

TRENDS OF PROVISIONS FOR DELINQUENT AND UNFORTUNATE CHILDREN IN ARIZONA FROM 1883 UP TO THE PRESENT TIME

Purpose

After having secured an idea as to the provisions for delinquent and unfortunate children in Arizona at the present time, it is important that the question be considered from the point-of-view of trends. This sort of treatment should result in a more complete picture of the situation, and should indicate just how much the State has progressed in its treatment of the handicapped children within its boundaries. It is for the above reasons that this chapter has been written.

Trends in the Treatment of Unfortunate Children in General

The data for this chapter have been collected from the following sources: the Annual and Biennial Reports of the Territorial Superintendent of Public Instruction from 1881 until statehood (1912); the Biennial Reports of the State Superintendent of Public Instruction from June 30, 1912 to June 30, 1936; the School Laws of Arizona from 1883 to 1935; and The Young Citizen, a publication of the Arizona State Industrial School at Fort Grant.
In considering the trends from 1885 to the present, it may be necessary to repeat occasionally some of the data previously referred to in Chapter II. From the information already given, it may be seen that the trends for any particular phase of delinquent or unfortunate child will not necessarily cover the same period of years. This is due to the fact that the institutions were established at different times. There is more information available concerning some of the institutions than of others.

Of the classes of unfortunate children considered in this study, the blind and deaf were provided for at the earliest time. The territorial government made first provision for the care of the blind and deaf before March 10, 1887. By the year 1894, it was found necessary to make special provision for the care of delinquents. At that time, a "reform school" was in the course of construction at Flagstaff. In the School Laws of Arizona, October, 1923, child labor laws are listed. It is more or less surprising to note that these laws are practically the same as those found in the School Laws of Arizona for 1931. The Arizona Child Welfare Board was created in 1921. Provisions were made in the Arizona laws in 1927 for both the

Trends in Treatment of Delinquent Boys

Fort Grant was in existence as early as 1872, when it served as a government fort and military post to protect the settlers who were fast homesteading the surrounding country. It remained a military post until 1905, when the soldiers were removed and it then became a deserted fort. The physical equipment left at the fort made practically a complete town. There were officers' residences, barracks, a mess-hall, a carpenter shop, a hospital, a commissary, a power plant, an ice plant, a guard house, a chapel, and barns and sheds for livestock, together with two thousand acres of grazing land. About this time the Federal Government returned to the Public Domain all of this land except that on which the buildings were located and some small garden tracts constituting about thirty acres. From 1905 to 1912 the Government kept a caretaker at Fort Grant. As only one building was in use, the other buildings soon fell into a state of decay. Many of the buildings were wrecked and hauled away either by the Government or by nearby ranch people who secured a permit to do so.

After Arizona became a state she secured from the Federal Government what remained of Fort Grant. Arizona desired this property so that the industrial school for
girls as well as for boys could be moved from Benson to a more suitable place. In 1913 this move was accomplished. Twenty of the boys at the school in Benson went first to make arrangements for the other ninety boys and twenty-six girls to follow. The girls were quartered in the old army hospital, while the boys were kept in the old dormitory.

Practically no physical improvements were made to the school until 1919. At that time the old swimming pool formerly used by the soldiers was cemented, and the power house was rebuilt and equipment installed to generate electricity. In 1920 what is now called Junior Cottage was erected to house the girls, and Cuniff Cottage was erected to house the junior boys. These two buildings are the only modern ones at the school.

In 1930 the girls were moved to a separate school at Randolph, Arizona, and since then Fort Grant has been a school for boys only. There were one hundred and ten boys at the school in 1913, which is above the average attendance for the past few years. The average daily attendance for the fiscal year ending June 30, 1935, was eighty-two.

During the past twenty-two years the school has had sixteen different superintendents. The average tenure of office for these superintendents was about sixteen months. Over a period of years, the average term of office for the chief detail officer was nine months, and for the guards about ten months. The superintendent's office has been
held by men from all walks of life. Each man has had his
own method of discipline and his own ideas of vocational
and academic training. Until recent years, bloodhounds
were used to help capture runaway boys, and severe cor­
poral punishment was often employed to enforce rules. Now
the school employs the more lenient methods of discipline
practiced by the leading reformatory institutions over the
United States. This more humane treatment is based on the
theory "that undesirable tendencies can be more effectively
submerged by advancing the finer sensibilities through pro­
per physical and academic training augmented by sympathe­
tic understanding." 3

The boys are committed to the school by a judge of a
county superior court. The boys are brought to the school
by the county sheriff or by a member of the school staff.
New boys, upon arriving, are given two hundred merits sub­
ject to good work and behavior. The boys must have one
thousand merits before they can ask for a parole, and it
takes at least six months to gain this number of merits.
The boys who attempt to escape from the school lose all
of their merits and start at zero. Boys who are caught
smoking lose all privileges for three days. The "lost
privilege" group uses the pick and shovel to do manual

3. Yearbook, State Industrial School, Fort Grant, Arizona,
1935, pp. 6-7.
labor around the school. An attempt is made to teach each boy the following reasons for his being at the school: to better himself through proper training; to help adjust himself to live better with other people; to respect the rights of other people; to learn to become a more useful citizen.

Theoretically, the guidance program of the school is comprised of a personal study of each boy, a study of the factors involved in each case, recommendations of a specific rehabilitation program, and cooperation with outside agencies. It has been the desire of some people concerned with the school to provide enough educational and vocational training for every boy so that he may be self-supporting by the time of maturity. The average term of a boy committed to the school represents a stay of about six months. Not a great deal of efficiency can be acquired in that short a time. Very often, when a boy goes back to the community and companions from which he came, after a short stay at the school, he is not able to better himself. For this reason, the Arizona State Industrial School contains many repeaters. On November 1, 1935, one-third of the boys in the school represented re-commitments. This fact shows the inadequacy of a six-month term.

The average racial distribution of the school in 1935 was as follows: Mexicans, 75 per cent; Whites, 20 per cent; Negroes and others, 5 per cent. The Mexican population in Arizona in 1930 was 26.2 per cent of the total population. It is natural to suppose that the Mexican attendance in the industrial school would be 26.2 per cent of the total, but it is 75 per cent. This great discrepancy may be due to the fact that the white boys in the state have more influential friends than do the Mexican boys. The average intelligence of each group for 1935 was: all, 78.8; Mexican, 76.2; White, 89.3; Negroes and others, 70.0.

In 1954 the personnel of the school consisted of a superintendent, a director of education, three teachers, a secretary, an engineer, a farmer, a chief supervisor, five subordinate supervisors, two cooks, a nurse, a shoe cobbler, a dentist, and a doctor for part time.

The number of boys received and paroled during the years 1932 to 1934 are shown in Table IV.

TABLE IV

BOYS RECEIVED AND PARoled IN ARIZONA INDUSTRIAL SCHOOL FROM 1932 TO 1934, BY COUNTIES

<table>
<thead>
<tr>
<th>Arizona County</th>
<th>Boys Received</th>
<th>Boys Paroled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apache</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cochise</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Coconino</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Gila</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Graham</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Greenlee</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maricopa</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>Mohave</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Navajo</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Pima</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Pinal</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Yavapal</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Yuma</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>119</td>
<td>42</td>
</tr>
</tbody>
</table>

The boys at the school are classified in four groups. In 1934 there were 35 Juniors, who are boys under fourteen years of age, 28 Seniors, 6 in the Receiving Group, and 8 in the Lost Privilege Group. Boys remain in the Receiving Group until they have been tested and are properly classified for one of the other groups. Table V classifies the boys according to grade, and according to vocation.
TABLE V
CLASSIFICATION OF BOYS IN ARIZONA INDUSTRIAL SCHOOL AS TO GRADE AND VOCATIONAL COURSE, 1934

<table>
<thead>
<tr>
<th>Number of Boys</th>
<th>Grade</th>
<th>Number of Boys</th>
<th>Vocational Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1st</td>
<td>22</td>
<td>Carpentry</td>
</tr>
<tr>
<td>5</td>
<td>2nd</td>
<td>25</td>
<td>Agriculture</td>
</tr>
<tr>
<td>14</td>
<td>3rd</td>
<td>6</td>
<td>Auto Shop</td>
</tr>
<tr>
<td>13</td>
<td>4th</td>
<td>2</td>
<td>Barbering</td>
</tr>
<tr>
<td>7</td>
<td>5th</td>
<td>14</td>
<td>Cooking</td>
</tr>
<tr>
<td>5</td>
<td>6th</td>
<td>4</td>
<td>Janitorial</td>
</tr>
<tr>
<td>5</td>
<td>7th</td>
<td>2</td>
<td>Tailoring</td>
</tr>
<tr>
<td>6</td>
<td>8th</td>
<td>2</td>
<td>Clerking</td>
</tr>
<tr>
<td>2</td>
<td>High School</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

This table shows that the boys may start to learn a vocation at the same time that they are getting an academic education. These vocations are carpentry, agriculture, auto and machine shop, barbering, cooking, janitorial training, tailoring, and clerking.

For the purpose of comparison, Table VI has been prepared to show the grade classification of the inmates of the Arizona State Prison School for 1936, along with the grade classification of the Industrial School for 1934.
TABLE VI

CLASSIFICATION AS TO GRADE OF MEN IN ARIZONA STATE PRISON SCHOOL, 1936, AND OF BOYS IN ARIZONA STATE INDUSTRIAL SCHOOL, 1934

<table>
<thead>
<tr>
<th>Grade</th>
<th>Inmates of Arizona State Prison</th>
<th>Grade</th>
<th>Inmates of Arizona State Industrial School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>61</td>
<td>1st</td>
<td>2</td>
</tr>
<tr>
<td>1st</td>
<td>14</td>
<td>2nd</td>
<td>5</td>
</tr>
<tr>
<td>2nd</td>
<td>21</td>
<td>3rd</td>
<td>14</td>
</tr>
<tr>
<td>3rd</td>
<td>29</td>
<td>4th</td>
<td>15</td>
</tr>
<tr>
<td>4th</td>
<td>46</td>
<td>5th</td>
<td>7</td>
</tr>
<tr>
<td>5th</td>
<td>46</td>
<td>6th</td>
<td>5</td>
</tr>
<tr>
<td>6th</td>
<td>50</td>
<td>7th</td>
<td>5</td>
</tr>
<tr>
<td>7th</td>
<td>68</td>
<td>8th</td>
<td>6</td>
</tr>
<tr>
<td>8th</td>
<td>130</td>
<td>9th</td>
<td>2 High School 2</td>
</tr>
<tr>
<td>9th</td>
<td>45</td>
<td>10th</td>
<td>59</td>
</tr>
<tr>
<td>10th</td>
<td>37</td>
<td>11th</td>
<td>12</td>
</tr>
<tr>
<td>11th</td>
<td>12</td>
<td>12th</td>
<td>67</td>
</tr>
<tr>
<td>12th</td>
<td>67</td>
<td>University</td>
<td>10</td>
</tr>
<tr>
<td>University</td>
<td>10</td>
<td>College</td>
<td>14</td>
</tr>
<tr>
<td>College</td>
<td>14</td>
<td>Total</td>
<td>650</td>
</tr>
</tbody>
</table>

The school at Fort Grant conducts quite a complete extra-curricular program. This program includes a drum and bugle corps, group singing, a boy scout troop, football, basketball, baseball, and swimming. The boys compete in an athletic league with nearby schools, and in an intra-mural school program.

A study of juvenile delinquency in Arizona in 1935

was made possible through the cooperation of the following: Governor B.B. Moore; the Board of Directors of State Institutions; the Superintendent of the State Industrial School; the Pima County Superior Court; Judge William G. Hall; Mr. F.A. Peyton, Chief Probation Officer; the College of Education, and the Department of Psychology, of the University of Arizona. The purposes of the study were to discover the basic factors involved in juvenile delinquency in Arizona, to develop a specific program of rehabilitation, to establish a state-wide parole and follow-up policy to secure continuity and permanence of work accomplished, and to establish cooperation between the social units in the state so that they might all help with the conditions responsible for the problem child.

To show that there is a real interest in helping the delinquent boys of the state, two other programs might be mentioned. The first annual conference on juvenile delinquency in Arizona was held at Fort Grant on April 13, 1936. Representatives from the University of Arizona and from the Arizona State Teachers College at Tempe, and officials from the Maricopa County Juvenile Court participated in this meeting. The members of the conference were mainly interested in how the colleges of the state

could cooperate with the other state institutions. They were also interested in an adequate program that would reduce juvenile delinquency and yet remain within the means of Arizona. The second program was conducted by Mr. and Mrs. E.H. Andres, Jr. to discover the backgrounds of Arizona problem juveniles. Eighty-four homes were visited in Phoenix, Tucson, Globe, and Miami. The houses were small, and the families ranged from two to fifteen in size. Extreme poverty existed in almost every case. Mr. and Mrs. Andres found that the most common cause of delinquency was the broken home. In most of the homes there had been a divorce or the father had disappeared. In some cases the mother was living with another man to whom she was not married.

On the whole, the Arizona Industrial School has not been a success. The fact that the school has had sixteen superintendents during twenty-two years of its existence shows that conditions were not what they should have been. The superintendent of the school is politically appointed. It is doubtful that the industrial school will greatly improve until the superintendent of the school is chosen according to training, knowledge, and interest in such work.

Trends in Treatment of Delinquent Girls

Prior to 1915 the Arizona State Industrial School for

both girls and boys was situated at Benson, Arizona. In that year the school was moved to Fort Grant, Arizona, where the girls' section of the school remained until 1930. Provision was made by the Eighth Regular Session of the Arizona State Legislature for a separate industrial school for girls in 1927, but the school was not ready for occupancy until 1930. The law of 1927 provided that the State Board of Directors of State Institutions should contract for and provide for the construction of a building or buildings to be used for the school. The buildings were to be arranged after the "cottage plan" and with reference to the future erection of other buildings. For the construction and furnishing of the buildings, the legislature appropriated $50,000, "or as much thereof as was necessary". The Board of Directors of State Institutions chose Randolph as the location of the school.

In 1934 there were four teachers at the Randolph school. These teachers taught the academic course in the high school and in the seventh and eighth grades. In 1934 there were six enrolled in the first year of high school, one enrolled in the second year, eight in the eighth grade, and five in the seventh grade. There was an Americanization class for several non-English speaking

The total enrollment at this time was twenty-seven; in 1913 the enrollment was twenty-six. There was a home-making department with an instructor to supervise all work in the kitchen. Besides the four teachers there was a nurse and an attending physician. The school had a tennis court, a baseball diamond, and a basketball court. Scout work was a part of the extra-curricular activities. Quite an elaborate flag service was a part of each daily program.

In 1936 the State Legislature decided to abandon the school for girls. It appropriated $25,000 for the biennium ending June 30, 1937, to be used by the Board of Directors of State Institutions for the care of juvenile girl offenders. This legislation may be found in Chapter 85 of the 1935 Session Laws. A contract was to be entered into with qualified institutions devoted to social welfare work, and possessing adequate facilities, equipment, and accommodations for the detention, confinement, education, employment, reformation, treatment, and discipline of such girls as might be committed to them. The money appropriated was to be allocated to the fourteen counties on average percentages based both on population and valuation. The only two state institutions that were found to meet the re-

quirements as laid down by the law were the Florence Crittenton Home and the Convent of the Good Shepherd. Both of these institutions are near Phoenix.

Between July 1, 1935, and June 1, 1936, there were forty-one girls committed to these two homes. Paroles from these homes are issued by the Board of Directors only upon approval of the committing court. Both of the institutions contracted to care for the girls at one dollar a day, not including hospitalization.

There is a difference of opinion as to the merits or demerits of the method Arizona now uses to care for its state juvenile girl offenders. There are some who contend that a state-operated institution is the only satisfactory method. However, it is generally felt that the rehabilitation of these unfortunate girls, which is the intent of the Legislature and the sincere desire of all interested parties, is being accomplished to a comparable degree with other institutions of this sort. 14

Trends in the Treatment of the Blind and the Deaf

The school laws of the Territory of Arizona for 1887 provided for a department of the University of Arizona to care for the deaf, dumb, and blind. The Board of Regents of the University was to provide for these children if

there were at least five boys and girls in each class. The expenses were to be paid for from the funds appropriated for the university. An odd provision was that the children in this department were to be governed by the regulations for the university students.  

On March 4, 1895 a law was approved which appropriated $3,000 annually for the education of the deaf, dumb, and blind of the territory. The Territorial Board of Education had charge, and was to contract with institutions to care for the children. The board members were to examine the applicants. Not over three hundred dollars was to be spent to educate each child annually.  

Disbursements for the education of the deaf, dumb, and blind for the years 1903 and 1904 were as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>1903</th>
<th>1904</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Institution for the Deaf and Dumb, at Berkeley</td>
<td>$2025</td>
<td>$1025</td>
</tr>
<tr>
<td>Utah Institution for the Deaf, at Ogden</td>
<td>312.50</td>
<td>375.00</td>
</tr>
</tbody>
</table>

The total disbursements for the education of the deaf, dumb, and blind for 1907 were $1,812.50, and for 1908, $1,650.00.

In the report of the Superintendent of Public In-

struction for the year ending June 30, 1912, there were nineteen pupils listed in the deaf and dumb department of the University of Arizona. Because of inadequate facilities, this department did not attempt to care for the blind children. The principal of the school at this early time was Henry C. White. There were five boys and eight girls of American parents, and three boys and three girls of Mexican parents in attendance. Even at this time segregation of the department from the university was advocated.

In 1914 there were seventeen in the school for the deaf. The buildings were inadequate, and the expense was high for the number of pupils enrolled.

The Superintendent of Public Instruction stated in 1916 that on account of the increased cost of education, Arizona might not be able to continue to educate the blind of school age in institutions outside of the state. He felt that a larger appropriation should be made for the care of the blind, and that a greater allowance should be made for the education of the deaf at the university. There were twenty-six enrolled in the deaf school in 1916, and there could have been twice that number if there had been room. In the early part of 1916 the Commission for

State Institutions was created and the deaf school was put under its control. By 1918 the school had greatly increased in enrollment.

The school laws for 1921 provide that $5,000 shall be appropriated annually for the education of the deaf, dumb, and blind, under the direction of the State Board of Education. The school census marshal was to take the census of the blind and deaf children and report the findings to the county school superintendent. The latter was to send the report to the state board. The state board was to contract with institutions to care for the blind children, and was not to pay over $350 a year for each child. The department of the university was to admit deaf and dumb applicants presented by the State Board of Education. The university was to be paid $250 a year to board and lodge each child. This amount included keep for the children during vacation periods.

Chapter 93 of the Arizona Statutes amended all previous laws concerning the care of the blind and deaf. This chapter provided for segregation of the deaf and blind school from the university. Provision was made for compulsory attendance of deaf and blind children. Chapter 93

of the 1929 Session Laws, Senate Bill No. 49, was entitled as follows:

"An act to amend Section 1152, Article 12, Chapter 21 of the Revised Code of 1928, and providing for the education of the deaf and the blind children of Arizona, at Tucson, Arizona, and for the segregation of the institution for the deaf and the blind from the University of Arizona; providing for a board of directors to take charge of the institution, and for the transfer of all property or money to such board now in the hands of the Board of Regents of the University, or under their control, appropriated for the benefit of the department; providing for the compulsory attendance at the institution for the deaf and the blind children between certain ages; and, for fines and penalties for the failure of parents and guardians, and probation officers to conform to the provisions of this act; providing for the maintenance of the deaf and blind while at the institution, and for the repealing of all acts and parts of acts in conflict with the provisions of this act."

In 1934 Robert D. Morrow was the superintendent of the Arizona State School for the Deaf and the Blind located at Tucson, Arizona. The Board of Directors of the school consisted of Honorable B. B. Moore, Governor of Arizona; Dr. H.E. Hendrix, State Superintendent of Public Instruction; and the appointed members Mrs. W.J. Bray, President; Dr. Byron Cummings, Secretary; and Mrs. W.T. Webb, Treasurer. To be admitted to the school, a child had to be a citizen, physically and mentally sound, whose hearing or vision was so impaired that he could not progress satisfactorily in the public schools. During the

two years from July 1, 1932, to June 30, 1934, there was a forty per cent increase in the enrollment, and there were fifty children on the waiting list applying for entrance.

The faculty of the school is specially trained for its work. The equipment and methods used are those that have been found best for teaching blind and deaf children. The Arizona course of study for elementary schools is followed as closely as possible. A full high school course is offered to the blind children who are usually retarded from one to two years educationally. The blind pupils may study commercial subjects, domestic science, music, weaving, broom making, chair caning, and Braille reading and writing. The deaf children, who are usually retarded from three to four years educationally, are given work through the ninth grade. During the first few years a deaf child is in the school, he is taught a working vocabulary. A deaf child may study typing, carpentry, printing, metal work, art, domestic science, or cabinet making. The extracurricular activities of the Blind and Deaf School include reading clubs, literary societies, boy scout troops, campfire girls' clubs, non-sectarian chapel exercises, classes on morals and manners, parties, and entertainments. The children help care for the dormitories, dining room, and kitchen.

Between 1932 and 1934 many improvements were made on
the school buildings and grounds through the use of CWA and FERA labor. However, there was a great deal of work yet to be done since the buildings were wholly inadequate.

According to the Thirteenth Biennial Report of the State Superintendent of Public Instruction, the blind and deaf school continued to grow during 1934 and 1936. For the past school year, 1936-1937, one hundred twenty were enrolled. Two of these children were both deaf and blind. It was necessary to hire several part-time instructors to assist the regular teachers of the school. Classes in speech reading for deafened adults and classes in Braille reading and writing for blind adults were conducted under the supervision of federal agencies. "A History of Arizona" and one or two other books were transcribed in Braille as a WPA project.

By June, 1936, a modern classroom and administration building was completed. The work was done through a PWA loan and grant. A cottage for the superintendent was constructed, a Braille library established, increased facilities were made for the "ink print" library, and new playground equipment was installed.

Arizona, in caring for her blind and deaf children,

has always been handicapped, more or less, because the State Legislature failed to make adequate appropriations for this work. Since the beginning, when the school was a department of the university, there has never been sufficient room to care for all of the children entitled to attend. There was a time when the school had to close before the end of a regular school year because the funds were depleted. In 1916 the Arizona Superintendent of Public Instruction reported that "the education of the deaf in this country was started a century ago at Hartford, Connecticut, and that now all but four states, Arizona, Delaware, Wyoming, and Nevada, have made adequate provision for the education of their deaf children." 27 This statement would not be true today, because Arizona ranks quite high as to her treatment of the blind and deaf.

Since the building program of 1936 there is enough classroom space, but sufficient dormitory space is still lacking. The dining hall is far too small to feed at one sitting the children enrolled. This summer (1937) the dining hall is going to be enlarged. There are still too few teachers at the school. Some of the University of Arizona students were employed during 1937 to do such work as playing the piano and teaching typing. 28

28. Mr. V.A. Becker, Secretary to R.D. Morrow, Supt. of the Arizona State School for the Deaf and Blind.
who has been superintendent of the school for the past five years, appears to be doing well.

Trends in Treatment of Mentally Deficient Children

Mr. C.O. Case, State Superintendent of Public Instruction, recommended in his Eighth Biennial Report to the Governor (July 1, 1924 to June 30, 1926) that the State Legislature pass a bill providing for a school on the child colony plan for training mentally deficient children of school age. Mr. Case wrote: "Other states are doing commendable work along this line, and we feel that our State should not fail in this obvious duty." It was the county school superintendents, working with the Arizona branch of the National Congress of Parents and Teachers, who prepared the bill providing for the colony for presentation to the Eighth State Legislature.

The Eighth Regular Session of the Arizona State Legislature passed the bill for the Arizona Children's Colony in 1927. The colony was to be located at Tempe, Arizona, and was to be a part of the Tempe State Teachers College. The president of the Teachers College was to serve as superintendent of the colony. The superior courts were to choose mental examiners for the counties. These mental

examiners were to be appointed for one year terms, and were to be paid five dollars for each examination made. The legislature appropriated $25,000 for the colony to be available as follows: $15,000 during the fiscal year 1927-1928, and $10,000 during the fiscal year 1928-1929.

The appropriation was inadequate to start the colony. This fact was presented to the Fourth Special Session of the Eighth Legislature. At this time, the legislature authorized and directed the State Board of Education to make a thorough investigation and secure data to enable the legislators to proceed intelligently with the enactment of proper legislation. The survey was made, and the results were reported to the Regular Session of the Ninth Legislature. Chapter 90 of the Arizona Statutes was passed to amend certain sections in Chapter 21 of the Revised Code of 1928. One change made was that the colony could be located elsewhere than on the campus of the Tempe Teachers College. Chapter 90 provided for the purchase of a site for the colony and outlined plans for conducting and supervising the school. The original appropriation of $25,000 was to be transferred to the State Board of Education to purchase the site. In December, 1929, the State Board purchased seventy-seven and one-half acres of farming land between Mesa and Chandler for the colony site. The land cost $21,100. Three members of the State Board were
directed to act as a committee to study such colonies in other states, and to prepare plans for the institution in Arizona. According to the Tenth Biennial Report of the Superintendent of Public Instruction in 1930 the matter of an Arizona Children's Colony now only awaits an appropriation from the legislature to carry the project to fulfillment.

It has been seven years since the Tenth Biennial Report was written, and yet nothing further has been done towards building a colony for the mentally deficient children of Arizona. If such a colony existed the school classrooms of the state would be relieved of many of the children who have been retarded for a period of years. Too often children who are feeble-minded nuisances have been committed to the State Industrial School. The only excuse for sending them there is that the state lacks the proper institution for their care.

Trends in Provisions for a Child Welfare Bureau

Since statehood (1912) Arizona has provided for child welfare work. More has been done for these needy children in some periods of the state history than in others. The Fifth Legislature of the State of Arizona, 1921, repealed

the 1917 Act concerning child welfare and adopted in its place an Act entitled:

"An act to prevent delinquency and dependency among minor children of the State by providing for Child Welfare Boards with certain powers and duties; by providing for allowances to widows and deserted mothers of minor children in certain cases; making appropriations for carrying out the provisions of the Act, and for violation of its provisions, and repealing Chapter 70, Session Laws of Arizona, 1917."

The policy of assisting mothers who are competent to care for their own children was established. The legislature was opposed to custodial care of normal orphans on the ground that "one of the fundamental rights of childhood is normal home life in harmony with American standards and ideals". The state accepted the responsibility for children who, through the death of the father or mother or by reason of unfortunate home conditions, were in need of special care. Thus, the Child Welfare Law provided that certain orphans in need of special attention might be cared for in their mother's homes, or in foster homes, or that they might be placed for permanent adoption in approved homes, or that they might be placed temporarily in non-sectarian institutions until placed in approved homes.

In the summer of 1921 Mr. Tom Campbell, who was then governor of Arizona, appointed the members and organized a State Child Welfare Board. An office was opened in the
Capitol Building for the use of the Board. In each of the fourteen counties, the judge of the superior court appointed and organized a County Child Welfare Board. The county boards and the state board have cooperated with the result that the work has been fairly well unified and standardized throughout the state.


There have been practically no changes in the Arizona child labor laws since they were first passed in 1912 and 1913. The provisions made in these laws are stated in the section entitled "Provisions Regulating Child Labor" in Chapter II of this study.
CHAPTER IV

LEGAL PROVISIONS CONCERNING DELINQUENT AND UNFORTUNATE CHILDREN IN THE VARIOUS STATES OF THE UNITED STATES

Purpose

This chapter is written for the purpose of comparison. No attempt is made to explain the laws concerning the various state institutions in detail. The material is taken from the school laws of the States of the United States. If the school laws for a particular state contain provisions for dealing with delinquent boys, delinquent girls, blind and deaf children, mental deficients, child welfare boards, and child labor laws, mention will be made of such provisions when that particular state is discussed. The states will be considered in alphabetical order. Some of the state school laws available were compiled several years ago. However, in practically every case where more recent bulletins have been issued to supplement the original compilation of the laws, no changes have been made concerning the subjects to be herein discussed. Whenever mention of delinquent and unfortunate children is omitted in the school laws of a state, that state is not listed.
Summary of Provisions of the Various States

ALABAMA

Treatment of Delinquent Boys:

Alabama Boys Industrial School
1. Not to be classed as a penal institution.
2. Directors to be appointed by governor. The seven who are not ex-officio members must be women.
3. White boys from six to eighteen years of age admitted.
4. Boys may be committed until twenty-one years of age.
5. State appropriates $240 a year for each inmate.

Alabama Reform School for Juvenile Negro Law Breakers
1. No criminal over fifteen years admitted.
2. Not kept at school after eighteen years of age.
3. State appropriates $10 a month for each inmate.

Treatment of Delinquent Girls:

State Training School for Girls
1. For girls from nine to eighteen years of age.
2. State appropriates $25 a month for each inmate.

Treatment of Blind and Deaf:

Alabama Institute for the Deaf and the Blind
1. For deaf and blind from seven to twenty-one years of age.
2. Each inmate not to stay over ten years, unless board recommends four additional years.
3. State appropriates $320 per pupil—drawn quarterly.

Treatment of Mentally Deficient:

Alabama Home for Feeble-Minded
1. Controlled by board of managers seven of whom are trustees of insane hospitals.
2. Inmates must be over five years old and residents of the state for one year.
3. If court decides family cannot pay, state pays expenses.

Special Classes: Each town of 6,000 population or more to provide for all children mentally retarded three years or more.
Child Welfare Work:

Child Welfare Department
1. So the state may more effectively exercise the duty and obligation which it owes to minor children who may need its care and protection.
2. Controlled by a state commission.
3. State appropriates $50,000 annually for department.

Child Labor Laws:
1. Occupations listed prohibited to boys under fourteen, sixteen, and eighteen years of age.
2. Employment and age certificates issued by superintendent of school.
3. Inspectors to enforce laws.

ARIZONA

ARKANSAS
No provisions in the Arkansas School Laws for the care of the blind, deaf, or mentally deficient.

Treatment of Delinquents:
1. Truant children to be reported to juvenile court.
2. Juvenile judge may place delinquents in a public or private home or other institution where schooling may be provided for such children.

Training in Morals:
1. Course in morals, manners, patriotism, and business and professional integrity.

CALIFORNIA

Treatment of Delinquents:

Adjustment Schools
1. May be created by each county or by two counties

working together.

2. Receive boys and girls under eighteen years of age committed by order of the juvenile court.

Treatment of Handicapped Children:
1. Governing board of any school district has the power to provide educational opportunities suitable for the needs of the blind, deaf, crippled, or other physically handicapped.

Schools in Detention Homes:
1. May be created by board of supervisors in county.
2. Schools maintained by governing board of elementary school district or high school district in which detention home is located.

Training in Morals:
1. Instruction given in all grades of school and in all classes in manners and morals, and upon the nature of alcohol and narcotics and their effects upon the human system, as determined by science.

Child Labor Laws:
1. Provisions relating to compulsory education do not modify the child labor laws of the state.

COLORADO

Treatment of Delinquents:
1. Truant officer or teacher may make complaint to county court of delinquency if a child is vicious, incorrigible, habitually truant from school, or immoral in conduct.
2. The court may commit such a child to a children's home or to an industrial school.

Treatment of Blind and Deaf:

Colorado Deaf and Blind School
1. Not a reformatory or a charitable institution.
2. Children from six to twenty-one years of age admitted.

3. Residents of other states admitted upon payment of fee.
4. Attendance compulsory between the ages of six and sixteen.

Child Welfare Work:

Child Welfare Bureau
1. Under control of department of public instruction.
2. Bureau to promote community organizations consisting of parents and teachers.
3. Objects of bureau: to develop a wiser and better trained parenthood, to bring the home and school closer together, to Americanize foreign homes, to distribute literature on child care, to cultivate healthy and happy children.

Child Labor Laws:
1. Laws are the same as in other states.
2. Employers cannot hire minors over fourteen and under sixteen years of age who cannot read at sight and write legibly simple sentences, unless such minors are attending an evening school or a part-time day school.

DELAWARE

Treatment of Delinquents:
1. The state board of education may establish special schools for habitual truants or children who are insubordinate or disorderly during their attendance in free public schools.
2. Before a child may be placed in a special school, the parents of such child may have an opportunity to be heard.
3. If a special school has not been established, the state board of education may proceed against a truant or incorrigible pupil as a disorderly person, and upon conviction, the pupil may be sentenced to the Ferris Industrial School for Boys or the Delaware Industrial School for Girls.
4. The state pays fifty cents a day for each pupil committed to an industrial school.

Child Labor Laws:
1. The superintendent of public instruction issues employment certificates, permits, and badges, and the principal of each free public school makes out and signs the records as they are required by the laws regulating child labor.

**FLORIDA**

Treatment of Blind and Deaf:

Florida School for the Deaf and the Blind
1. Managed by a board of control.
2. Individuals from six to twenty-one years of age admitted.

Children exempt from compulsory attendance laws if mentally or physically incapacitated.

**IDAHO**

Treatment of Delinquents:
1. Applies to minors under eighteen years of age.
2. An arrested child is taken before a probate court.
3. Child may be committed to the care of a sheriff, to a suitable family home, or to an institution.
4. Idaho institution called Industrial Training School.

Treatment of Blind, Deaf, and Mentally Deficient:
1. The census marshal in each school district takes the census of the blind, deaf, and mentally defective children.
2. The marshal reports to the county superintendent of public instruction, who then sends the reports to the state superintendent of public instruction.

Child Labor Laws:
1. No minor is to start work before six o'clock in the morning or to work after nine o'clock in the evening.

2. Before a minor under sixteen years of age can be employed, he must pass a test in reading and writing simple sentences and in working the fundamental operations of arithmetic.

3. Children are not to work more than fifty-four hours a week, or more than nine hours a day.

4. Children are not to be employed in any type of theatrical work.

ILLINOIS

Treatment of Delinquents:

Parental or truant schools
1. Cities with 100,000 population or more are to establish one or more parental or truant schools.
2. Cities with 25,000 population but less than 100,000 population may direct the boards of education to establish parental schools.

3. Commitment to the schools is made by the court.

4. A child, after commitment, must be kept at least four weeks before he can be paroled.

Treatment of Blind, Deaf, and Crippled:
1. Law states that blind and deaf children must be sent to school.

2. If there are no blind or deaf schools in the county, the children are to be sent to either the Illinois School for the Deaf or the Illinois School for the Blind.

3. When parents are unable to pay, the county must pay for transportation charges and clothing expenses.

4. City boards of education are empowered to establish schools for the deaf, dumb, and blind.

5. Illinois has a board of education for the blind to assist deserving blind adults in securing an education in one of the higher institutions of learning. The help ranges from three hundred to five hundred dollars a year.

6. City boards of education may establish schools for crippled children from five to twenty-one years of age.

Child Labor Laws: Practically the same as for other states.

INDIANA

Special Classes for Physically Disabled:
1. Board of trustees of any city or town is authorized to establish special classes for physically disabled children who cannot be taught advantageously in the regular classes.
2. Special class not to be formed unless there are ten of a particular type.
3. Special classes are a part of the public school system.
4. The school superintendent directs the examination of physically disabled children.
5. A special class must be approved by the State board of education.
6. The cities may provide transportation and lunches for the children.
7. Schools conducting special classes are reimbursed by the state for three-fourths of the excess cost of instruction.

Schools at Orphans' Homes:
1. The board of commissioners of any county with a population of from 69,000 to 75,000 where an orphans' home is maintained may establish a school for the children if one is not conveniently located.

Child Labor Laws:
1. Children under fourteen years of age may work at farm labor, domestic service, or as caddies for persons playing golf.

IOWA

Treatment of Delinquents:
1. The board of directors may establish truant schools or set apart separate rooms for truants and incorrigibles.
2. The board may prescribe reasonable rules for the punishment of such children.
3. A truant may be committed by the juvenile court to a state institution.

Treatment of Blind and Deaf:
1. Unless exempted for some good reason, blind and deaf minors between seven and nineteen years of age must attend a state school established for them.
2. The school for the deaf ordinarily admits individuals from five to twenty-one years of age. By securing the consent of the state board of education, adults between twenty-one and thirty-five years may attend the school.
3. The school for the blind and the school for the deaf are under the control of the state board of education.
4. State aid is given to worthy blind individuals who wish to attend higher institutions of learning.

Child Welfare Work:
1. City councils cooperate with boards of education, superintendents of schools, and citizens interested in child welfare in the government and operation of playgrounds maintained in connection with school premises.

Child Labor Laws:
1. These laws are about the same as the child labor laws for Arizona.
2. Labor permits are issued by the superintendents of schools.

KANSAS

Treatment of Delinquents:
1. A child under sixteen years of age is not to be taken before a court other than one for juveniles.
2. The juvenile court may commit a child to the care of a probation officer or to an institution.
3. In a county with a population of 20,000 or more, the commissioners may provide a detention home or juvenile farm to care for children under eighteen years of age in custody of the judge of the juvenile court.
4. The superintendents of public instruction in the counties have local supervision over indentured pupils from the state industrial school for boys. The superintendents must visit the boys twice a year.

5. In a county having a city of 55,000 or more population, the board of county commissioners may by unanimous vote establish a parental home for homeless, dependent, neglected or delinquent children.

Treatment of Blind and Deaf:
1. The blind, deaf, and dumb between the ages of seven and twenty-one must be educated.
2. A child younger than seven years may be admitted to the blind school.

Treatment of Mentally Deficient:
1. The board of education in every school district is to ascertain the number of children who are three years or more retarded in school progress.
2. If there are fifteen or more such children, the board may establish and maintain a special class or classes to provide instruction adapted to the special needs of such children.

Child Labor Laws:
1. Work permits are issued by the superintendents of schools.

KENTUCKY

Treatment of Blind:
1. A board of education of a school district is authorized to establish and maintain classes for the instruction and education of pupils having defective eyesight.
2. The superintendent of public instruction is to supervise such classes.

Treatment of Deaf:
1. It is compulsory for persons in charge of deaf children between seven and sixteen years of age to send such children to a school in the Commonwealth wherein deaf children are taught.
2. The parent or guardian must deposit money with the executive officer of the school for the transportation of the child.

Cause for suspension:
1. Wilful disobedience or defiance of the authority

of teachers, habitual profanity or vulgarity, or other gross violation of propriety or law, shall constitute good cause for suspension or expulsion from school.

LOUISIANA

Treatment of Blind and Deaf:

Louisiana Institute for the Blind at Baton Rouge
1. If a child is admitted before he is fourteen years of age, he may stay in the school ten years. Those admitted to the school between fourteen and seventeen years of age, may attend for eight years. Those admitted after reaching the age of seventeen, may attend for five years.

State School for Deaf and Blind Children of the Negro Race
1. Controlled by the state board of education.

Treatment of Mentally Deficient:

State Colony and Training School for the Feeble-Minded
1. Children committed to school through court procedure.
2. Attendance is compulsory.
3. If inmate becomes insane, may be placed in a hospital for the insane.
4. State appropriated $25,000 to start the colony.

Special Classes or Schools:
1. Organized and maintained by the parish school boards.
2. Compulsory attendance of mentally or morally deficient.
3. State board of education aids in the support of classes.

Treatment of Delinquents:

Louisiana Training Institute at Monroe
1. Boys under eighteen years of age may be committed to the school.

2. Humane discipline must be used.

Louisiana State Home for Girls
1. State board of education in authority
2. Girls from eight to eighteen years of age may be committed to the school.

State Industrial School for Girls
1. White girls may be committed to the school who are between twelve and nineteen years of age.
2. State appropriated $50,000 to establish the school in 1927, and $25,000 to maintain it for that year.

Child Labor Laws:
1. Age and employment certificates are issued by the school superintendents.  

MAINE

Treatment of Delinquents:
1. Habitually truant children may be committed to the state school for boys or the state school for girls.

Treatment of Blind and Deaf:
Perkins Institute for the Blind at Watertown, Massachusetts
1. Blind children may be sent to the school, but not for a longer period than ten years.
2. Traveling expenses are paid to the school.
3. No distinction is to be made on account of wealth or poverty.

Maine School for the Deaf at Portland
1. Deaf between six and eighteen years of age compelled to attend the school.

Child Labor Laws: same as for other states.

MARYLAND

Treatment of Delinquents:

Habitual truants
1. Attendance officers may bring habitual truants or incorrigible truants before the magistrate for juvenile causes.
2. These children may be committed to parental schools.

Parental Schools
1. The Mayor and City Council of Baltimore or the boards of school commissioners for each county may establish parental schools for children between the ages of seven and sixteen.
2. Two or more boards may jointly establish a school.
3. No person convicted of a crime or offense other than truancy shall be committed to the school.

Treatment of Blind and Deaf and Mentally Deficient:
1. Every blind or deaf child between the ages of six and eighteen are required to attend school during the scholastic year.
2. The state pays for the transportation to the school if the parents are unable to do so.
3. The principal teacher of every public school in each county is to furnish the board of county school commissioners with the names of all blind, deaf, or feeble-minded children between six and eighteen years of age.
4. The board of county school commissioners sends the names of the blind, deaf, or feeble-minded children to the respective principals of the state schools for such children.
5. The board of county school commissioners must cause every child to be examined at least once in every two years. The school authorities may establish special classes for defective children, and may employ additional teachers for such classes.

Child Labor Laws:
1. The school attendance officers may visit all establishments where minors are employed and ascertain whether any are employed contrary to law.
2. The attendance officers may require that employment certificates be produced for inspection.

MASSACHUSETTS

Treatment of Delinquents and Wayward:
1. Such children may be committed to the Massachusetts Training Schools.

Treatment of Blind:
1. A blind division of the department of education with a paid director has been established in this state.
2. To help the blind find employment and to develop home industries for the blind, the director may establish a bureau of information and industrial aid.
3. The director is to establish and maintain schools for the industrial training of the blind.
4. With the approval of the director, local school committees may organize and conduct sight-saving classes for children certified by any reputable oculist as fit subjects for instruction.
5. The director keeps a register of the blind in the commonwealth. The register shows the condition of each blind person, the cause of the blindness, and the capacity for an education of each one.
6. The commonwealth may provide instruction for adults who are blind. This is done in their homes.
7. The state purchasing agent is to buy products made by the blind when such products are needed.

Treatment of Deaf:
1. The department may send the deaf and blind who are proper subjects for an education to the American School for the Deaf at Hartford, Connecticut, or to the Clarke School for the Deaf at Northampton, or the Horace Mann School at Boston, or to the Perkins Institution and the Massachusetts School for Blind.

2. The commonwealth may provide for the care and education of both deaf and blind individuals as it may deem expedient.

3. The department may establish in not more than six towns, each with ten or more deaf pupils, special day classes. These classes are to be conducted by school committees, subject to approval by the department. The town holding such classes is reimbursed by the commonwealth.

Treatment of Mentally Deficient:

Walter E. Fernald State School, Belchertown State School, Wrentham State School

1. Each school shall maintain a department for the instruction and education of the feebleminded.

2. Persons may be admitted to these schools voluntarily, or they may be committed to the schools by the judges of the probate courts.

Special Classes

1. The school committee of every town must ascertain yearly the number of children who are three years or more retarded in their work.

2. If ten or more are retarded, special classes are established.

3. If a child lives in Boston, he cannot be moved to another town without such a class just to escape attending the class.

Child Labor Laws:

1. Employment of children under sixteen forbidden unless child has an employment certificate.

2. An employer is to discharge a child who does not attend a continuation school when he is requested to do so.

3. Minors between sixteen and twenty-one years of age must have educational certificates in order to work.

4. Special certificates are issued for domestic and farm work.

5. A child under fifteen years of age is not allowed to appear in theatrical exhibitions.

Instruction in Morals:

1. Instructors of all young people are to exert their best endeavors to impress on the minds of children the principles of piety and justice and a sacred regard for truth, love of
their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded.  

**MICHIGAN**

Treatment of Delinquents:
1. The boys' vocational school is located at Lansing, and the girls' training school is at Adrian.
2. The judge of a probate court may commit delinquent boys from ten to sixteen years of age and delinquent girls from ten to seventeen years of age to state institutions.
3. The boys may be kept in a state industrial school until they are eighteen. The girls may be kept until they are twenty-one.
4. Juvenile disorderly persons are those from seven to sixteen years of age who are habitual truants from school, or are disobedient and insubordinate, or are not employed or attending school, but are on the streets.

Treatment of Deaf and Blind:
1. The school census enumerator takes the census of all blind children. The list is sent to the superintendent of the Michigan school for the blind.
2. The law states that blind children between seven and nineteen years of age must attend school.
3. The county pays for the transportation to the school if the parents are unable to pay for it.
4. A day school for the deaf is located at Flint.
5. Children between seven and eighteen are required to attend a deaf school if they are hard of hearing.
6. Day schools for the deaf, blind, and crippled children between six and twenty-one years of age may be established by the board of education in any district if the parents of five or more such children petition for the schools.

7. The state reimburses the districts for such schools.
8. The superintendent of public instruction has general supervision of the Michigan school for the deaf and the Michigan school for the blind.

Child Labor Laws: same as for other states. 17

MINNESOTA

Training of Delinquents:
1. School boards may maintain ungraded truant schools for habitual truants, for incorrigible children, and for children not employed and not in school.
2. The board may compel attendance.
3. The board may take these children before the juvenile court for appropriate discipline.
4. The board may commit children to the State Training School.

Treatment of Blind:
1. If a school district applies to the state commission of education, it may be permitted to establish one or more classes for blind children.
2. The state commission of education grants permission if there are to be five in the class. It is mandatory to form a class if there are as many as eight.
3. Attendance is compulsory after classes have been established.
4. The state pays $500 a year for the education of such blind children.
5. The board of control is authorized to maintain and educate indigent blind infants.

Treatment of Deaf:
1. The state commission of education may give a district permission to form classes for the deaf, if there are as many as five deaf children.
2. Any child over four years of age may be admitted to the classes for the deaf.

3. The state pays $250 to a district for educating each deaf child.

Treatment of Mentally Deficient:
1. A district may form a class for subnormal children if there are five such children to attend.
2. The classes under the control of the state superintendent of education.
3. The state pays the school district $100 for each child in attendance at least nine months.

Child Labor Laws:
1. The truant officers enforce the laws.
2. A physician's certificate of fitness may be required before an employment certificate is issued.
3. The employment certificate describes the child.
4. No child under fourteen years of age is to be employed during school hours.

Morals: Teachers in all public schools are to give instruction in morals.18

MISSISSIPPI

Treatment of Delinquents
1. Incorrigibles, habitual truants, or children who are a menace to the best interests of the school are to be reported to the parents by the head of the school.
2. If the parents are unable to do anything with the children and write to the county superintendent, the latter proceeds against such children before a court of competent jurisdiction.
3. Children who are convicted may be sentenced to any custodian institution.

School Attendance:
1. Children who are mentally and physically incapacitated are exempt from compulsory attendance at school.

Morals Course:
1. A suitable course of instruction in the prin-

ciples of morality and good manners shall be used in all of the public schools. The Course is prepared by the state board.

MISSOURI

Treatment of Delinquents:
1. When a school district has a population of ten thousand or more a truant or parental school may be established.
2. The schools are paid for out of the public school funds.
3. The city or county treasurer pays $10 a month for the board of each child committed in such a school.

Treatment of Blind and Deaf:
1. An enumeration is made each year of all of the blind, deaf, and dumb persons in a district between the ages of six and twenty.
2. The state supports the Missouri School for the Blind and the Missouri School for the Deaf at Fulton. Those under twenty-one years of age may attend.
3. The state may pay $500 a year to help a blind adult who is worthy of an education in an institution of higher learning. The money is used to hire a reader.
4. If there are as many as ten blind, deaf, or feeble-minded in a school district, special classes may be formed for them. Two districts may join in forming special classes. The state superintendent inspects the classes. The state pays $750 to the district for each teacher employed for special classes.
5. Attendance of feeble-minded, deaf, blind, and crippled children is compulsory when special classes are provided.
6. If there are no special classes, the state board of charities may provide training for the feeble-minded, deaf, blind, and crippled children under sixteen.

Treatment of Mentally Deficient:
1. School districts may establish classes for
children on the borderline of mental deficiency.
2. There must be as many as twenty in a class.
3. The state pays the district $300 for each teacher hired for such classes.

Child Labor Laws:
1. Children under fourteen years of age are not to be employed.
2. Children from fourteen to sixteen years of age must have an employment certificate.
3. The state industrial inspector enforces the labor laws.

MONTANA

Treatment of Delinquents:
1. "Every child between the ages of eight and fourteen and every child between fourteen and sixteen unable to read and write the English language, or not engaged in some regular employment and who is an habitual truant from school, or who absents itself habitually from school, or who, while in attendance at any public, private, or parochial school is incorrigible, vicious, or immoral in conduct, or who habitually wanders about the streets and public places during the school hours, having no business or lawful occupation, shall be deemed a juvenile disorderly person."
2. The district court may commit children to industrial schools.
3. Each school district of 25,000 or more population has an industrial school for the confinement, discipline, instruction, and maintenance of children of compulsory school age. Smaller districts may establish industrial schools.
4. The schools are tax supported.
5. If children are incorrigible, the court may commit them to the state reform school.

Child Labor Laws:
1. No child under sixteen years of age is to be employed during school hours unless he has an age and schooling certificate.

2. The certificates are issued by the school authorities.
3. A child must be fourteen years of age and must have completed the eighth grade in order to get a certificate.

Morals Class:
1. Teachers are to impress on the minds of pupils the principles of morality, truth, justice, and patriotism. They are to teach them to avoid idleness, profanity, and falsehood.

Treatment of Blind, Deaf, and Mentally Deficient:
There is no mention of these phases.

NEBRASKA

Treatment of Delinquents:
1. The state legislature established reform schools for the safe keeping, education, employment, and reformation of all children under eighteen years of age who were growing up in mendicancy or crime.
2. The board of education may establish special schools for habitually truant or incorrigible children or for those whose conduct and habits are such that the child cannot with profit to himself or in justice to the other members of the school be retained.

Treatment of Blind and Deaf:
1. Blind or deaf minors between seven and twenty years of age must attend school.
2. The state supports a Nebraska school for the blind and a Nebraska school for the deaf.
3. Upon request, a deaf school may be established in any district by the state superintendent of public instruction. There must be five pupils over five years of age for each class.

Child Welfare Work:
1. The state hires a director to supervise child recreation, to record births, to lessen and prevent penal trials and punishments of children, to equalize opportunities, and to make children's surveys.

2. There is a state children's code commission of from five to fifteen persons to investigate social and other conditions affecting child welfare.

3. The state appropriates $15,000 yearly to the child welfare bureau.

Child Labor Laws:

1. A child under fourteen years of age is not to be employed during school hours. He is not to be employed any time in a theatre, concert hall, place of amusement, mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, elevators, factories, or as messengers.

2. Children between fourteen and sixteen years of age may not be employed without an employment certificate approved by the school superintendent.

3. An employment certificate may be secured by a child who has not completed the eighth grade if he attends an evening school.

Treatment of Delinquents:

1. The state supports a reform school at Elko which is called the Nevada School of Industry.

2. Boards of trustees may set aside special rooms for habitual truants or for pupils who have been insubordinate or disorderly. The boards may erect separate buildings for these children. A child cannot be assigned to such a room for longer than the remainder of the year.

Treatment of Blind and Deaf:

1. The superintendent of public instruction is authorized to make arrangements with the directors of any institution for the deaf, dumb, or blind in California or Utah for the admission, support, education, and care of the deaf and blind of Nevada.

2. The expenses of attending such a school are paid by the state in case the family is unable to pay.

Treatment of Feeble-Minded:
1. The county commissioners of the various counties of Nevada are required to make provision for the support, education, and care of the feeble-minded children of their respective counties.
2. The children may be cared for by an institution in the state or without the state.
3. The county pays the expenses if the family or friends are unable to do so.

Child Labor Laws:
1. A messenger at night must be over eighteen years of age.
2. Boys under sixteen and girls under eighteen cannot be required to work longer than an eight-hour day.
3. Part-time schools are established for employed children between fourteen and eighteen years of age who are not eighth grade graduates. Half of the expenses of these schools are paid from the federal and state funds for vocational education.

NEW HAMPSHIRE

Treatment of Delinquents:
1. Offenders of the by-laws between six and sixteen years of age may be sentenced to the state industrial school during minority. The sentence may be suspended if the offender is bonded for $25 and attends school regularly for the next term.
2. These minors may be committed to the custody of the probation officer.

Treatment of Blind and Deaf:
1. An equal appropriation is made for aid to the deaf, dumb, and blind.
2. This help is administered by the state board of charities and correction.
3. The counties give aid to the needy blind.

Treatment of Mentally Deficient:
1. The New Hampshire school for the feeble-minded is called the Laconia State School.
2. Males between the ages of five and twenty-one years, and females between the ages of

23 The Nevada School Code, 1931.
five and forty-six years of age may attend.

Child Labor Laws:

1. A child under sixteen years of age cannot be employed unless he can read understandingly and write legibly simple sentences in the English language.
2. If a child is fourteen and has attended school for three years, but is unable to learn any more, the commissioner may permit him to be employed.
3. Boys must be ten and girls sixteen before they sell papers on the streets.
4. An illiterate between sixteen and twenty-one cannot be employed unless he is enrolled in an evening school.
5. A school district must have an evening school if there are as many as fifteen between the ages of sixteen and twenty-one who cannot read and speak English.

NEW JERSEY

Treatment of Delinquents:

1. If the results of a county survey regarding juvenile delinquency, in the opinion of the commissioner of education, warrant a department of child study, a supervisor may be appointed for a one year term at $2,500.
2. Every truant, incorrigible, vagrant, or immoral child is deemed a juvenile delinquent.
3. A school district may establish special schools for dependent and delinquent children under sixteen years of age as a part of the public school system. Children are committed to the school by the juvenile court.

Treatment of Blind:

1. The state helps worthy blind individuals to secure an education in an institution of higher learning.
2. An individual applies for this help from the commissioner of education.
3. The institution of higher learning must be in

New Jersey.

4. The state will pay the institution $200 in fees, and will pay as much as $300 for a reader.

Treatment of Deaf:
1. The tuition is free to the New Jersey School for the Deaf.
2. The state board of education controls the school.
3. A deaf person cannot remain the school over a period of fourteen years.

Treatment of Mentally Deficient:
1. Each board of education must ascertain the number of children three years or more below the normal who live in the district.
2. If there are ten such pupils a class is established for them. There must not be over fifteen in a class.
3. The commissioner of education prescribes the method of ascertaining subnormal children.

Special Classes for Blind and Deaf:
1. If a school district has five blind or ten deaf children, classes must be provided for them.

Child Labor Laws:
1. Vocational pupils over fourteen years of age may be certified to work part time in factories, etc.
2. No one is hired regularly under sixteen years of age without an age and schooling certificate.
3. The commissioner of labor grants these certificates.

NEW MEXICO

There are no provisions in the New Mexico School Code of 1927 concerning delinquent or unfortunate children.

Mr. J.E. Seyfried in his analysis of the New Mexico state school laws (1932) states that more detailed legislation is needed in New Mexico concerning incorrigibles, defectives.

and delinquents, and that more interest in these classes on the part of the public is needed. He writes, "If the state is to afford equal educational opportunities to all children, this type of education cannot be neglected." 26

NEW YORK

Treatment of Delinquents:
1. An attendance officer may arrest a truant and begin proceedings for his commitment as a school delinquent or arraign him before a court.
2. The school authorities may establish schools or set apart rooms for delinquents under seventeen years of age.
3. Districts may establish parental schools for the confinement, maintenance, and instruction of school delinquents.
4. The expense is borne by the city or district if there is a school superintendent, and if not, it is borne by the county.

Treatment of Blind and Deaf:
1. The board of education of each city and of each union free school district where there are ten or more afflicted children must establish special classes for them unless there is an established school already in the district.
2. If there are less than ten in the district, the board may contract with the board of education in another city to care for them.
3. New York has state schools for the blind and deaf.

Treatment of Mentally Deficient:
1. There is a mental diagnostician in the department of education who examines backward school children and selects children who need special class instruction.
2. The state helps support the special classes which have trained teachers for that work.
3. When a city or district has ten or more mentally retarded children, special classes

are started. If there are less than ten children, they are sent to another district.

Child Welfare Work:
1. The superintendent of schools has general supervision of child welfare work.
2. In cities of one million or more there is a bureau of child welfare established. The director may commit and parole truant and delinquent children.

NORTH CAROLINA

Treatment of Blind, Deaf, and Mentally Deficient:
1. It is the duty of the county school superintendent to report the names of the deaf, dumb, blind, and feeble-minded children in his county to the principal of the institution provided for each. He may be fined $5 for each child not reported.
2. Attendance of blind and deaf children between seven and eighteen years of age is compulsory at some school for the blind or the deaf.

Physical Examination:
1. Teachers must make a physical examination of every child at least every three years.
2. The rules and regulations for the examination are furnished by the state board of health and the state superintendent of public instruction.

Child Welfare Work:
1. The county board of education and the board of county commissioners meet in joint session to elect a county superintendent of public welfare.
2. There is also a state commissioner of public welfare.

NORTH DAKOTA

Treatment of Blind, Deaf, and Mentally Deficient:
1. Each school board shall enumerate the deaf.

dumb, blind, and feeble-minded between five and twenty-five years of age.  
2. The county school superintendent sends the names to the superintendent of the school for the deaf, the superintendent of the school for the blind, or the superintendent of the institution for the feeble-minded.  
3. A person having control over any deaf, blind, or feeble-minded child between the ages of seven and twenty-one must send such child to the school for the deaf at Devils Lake, to the school for the blind at Bathgate, or to the institution for the feeble-minded at Grafton.

Medical Inspectors:  
1. The school board may employ medical inspectors, and shall employ them when petitioned to do so.  
2. A notice of all defects is sent to the parents.  
3. Indigent children are treated without charge.

Child Labor Laws: same as for the other states.

Moral Instruction: to be given by each teacher.

OHIO

Treatment of Delinquents:

Boys' Industrial School  
1. Inmates admitted between ten and eighteen years of age. They cannot be kept at the school after they are twenty-one.  
2. The control of the boys is vested solely in the school.

Girls' Industrial School  
1. The girls are admitted between nine and eighteen years of age. They are not kept after twenty-one years of age.  
2. A girl under eighteen years of age who has been convicted and sent to prison may be transferred to the school.

Bureau of Juvenile Research
1. Minors may be made state wards by the juvenile court.
2. The welfare department may have children examined.

Treatment of Blind:
1. Children are not admitted to the state school for the blind until they are eight years of age.
2. Readers are employed to assist those who are capable of getting a higher education.
3. A blind person over twenty-one years of age may be admitted for one year to learn a trade.
4. Non-residents pay a tuition to attend.
5. The director of education may grant permission to any local board of education to establish and maintain a class for the instruction of the deaf or the blind who are over three years of age.

Treatment of Deaf:
1. No one under seven years of age is admitted to the state school for the deaf.
2. One cannot stay in the school for longer than thirteen years.
3. Individuals who are both blind and deaf may be admitted.

Treatment of Mentally Deficient:
1. The care of the feeble-minded is under the control of the department of welfare.
2. The purpose of this care is to make the feeble-minded more comfortable, happy, and less burdensome to society.
3. Preference is given to delinquent or dependent feeble-minded children under eighteen years of age.

Department of Public Welfare:
1. The board of state charities inspects all institutions of child care.
2. The placing of children in homes is done by the division of state charities.

OKLAHOMA

Treatment of Delinquents:
1. The county commissioners of any county with a population of 52,000 or more may levy a tax to buy a farm and establish a home for dependent and neglected white boys under sixteen years of age. The court commits the boys to the farm.
2. The court may commit the boys to the Oklahoma State Home at Pryor or to the West Oklahoma State Home for White Children at Helena, Oklahoma.

Treatment of Blind and Deaf:
1. The Oklahoma School for the Blind at Muskogee admits the blind from six to twenty-one years of age. The school is under the direction and control of the state board of education.
2. It is compulsory for the deaf between seven and twenty-one years of age to attend the Oklahoma School for the Deaf, at Sulphur.
3. The state pays as much as $300 a year to help worthy afflicted individuals to secure a higher education. Not over ten such pupils can be assisted by the state in any one year.

Child Labor Laws:
1. To secure an age and schooling certificate, a minor must pass certain educational qualifications.
2. Girls are not to sell papers on the streets.
3. Minors are prohibited to work at night.

OREGON

Treatment of Delinquents:
1. A school district may establish and maintain one or more parental schools for neglected and delinquent children.
2. Minors are committed to the parental schools by judges of the juvenile courts.
3. A school board of a district has the power to have a child paroled from a parental school.

after the child has been in the school for five months.

4. Habitual truants between the ages of seven and sixteen are sent to the parental schools.

Treatment of Blind and Deaf:

Oregon State School for the Blind and the Oregon State School for the Deaf at Salem

1. The blind and deaf minors cannot attend the schools for a longer period than ten years.

2. The county in which the blind or deaf child lives pays the travel expense and the clothing expense for indigent children.

Higher Education for the Blind

1. The state is willing to pay as much as $500 a year to a reader to assist a worthy blind individual in securing an education in a higher institution of learning.

Compulsory Attendance

1. The blind and deaf between the ages of eight and eighteen are compelled to attend school.

2. Each district clerk is to enumerate the blind and deaf in his district.

3. The county school superintendent reports all of the blind and deaf in the county between the ages of five and twenty-five to the state superintendent of public instruction.

Treatment of Mentally Deficient:

1. In every school district with a population of 20,000 or more, the board of directors may establish schools for the deaf and backward children.

Pennsylvania

Treatment of Delinquents:

1. An attendance officer may arrest a truant, incorrigible, or insubordinate child and proceed against him in the juvenile court.

2. The county commissioners of the Commonwealth are authorized to establish schools for delinquents.

3. Such a school may be for boys, for girls, or for both sexes together.
4. Such schools are maintained by the county.

Treatment of Blind, Deaf, and Mentally Deficient:
1. The board of school directors in a district may establish schools for the blind, deaf, and mentally deficient as a part of the public school system in that district.
2. School districts are reimbursed by the Commonwealth for special classes maintained in the district. The Commonwealth pays seventy-five per cent of the expense.
3. Blind children younger than eight years of age may be cared for by the state board of education in blind institutions.
4. The state assists worthy blind and deaf individuals in securing a higher education than that given in the blind and deaf institutions. The assistance may amount to as much as $500 a year.

Child Labor Laws:
1. The laws are practically the same as those in Arizona.

RHODE ISLAND

Treatment of Delinquents:
1. The juvenile court cares for delinquent and wayward children.
2. The court may commit boys to the Sockanosset School for Boys, or it may commit girls to the Oaklawn School for Girls.
3. The control of these two reform schools is in the hands of the state welfare commission.
4. The state maintains what is called the State Home and School for dependent and neglected children.

Treatment of Blind, Deaf, and Mentally Deficient:
1. It is the duty of the board of education to educate the blind, deaf, and imbecile children.
2. The Rhode Island Institute for the Deaf cares for children between three and twenty-one.

33. The Pennsylvania School Law, 1929.
100

years of age. It is compulsory for deaf minors between seven and eighteen years of age to attend.
3. The Exeter School is maintained by the state for feeble-minded children.
4. The legislature annually appropriates $4,000 to educate the adult blind in their homes.

Child Labor Laws:
1. Children must attend school between the ages of seven and sixteen, unless the eighth grade has been completed.
2. Age and employment certificates are granted to minors by the school committee of each town.

SOUTH CAROLINA

Medical Inspection:
1. The state requires an annual medical and dental inspection of all children.
2. Parents may be fined if they will not allow their children to be examined.

Child Labor Laws:
1. No child under fourteen years of age is to be employed without a certificate issued by the superintendent of schools.
2. If a child twelve years of age works to help support his family, he may be excused from school.

TENNESSEE

Treatment of Delinquents:
1. The board of education in any city of 10,000 population or more may establish a truancy school for truants, incorrigibles, or vicious children.
2. The board may compel attendance at the truancy schools.

Treatment of Mental Deficients: If a child is mentally incapacitated, he is excused from school.

34. Supplementary Laws of Rhode Island Relating to Education, 1929.
35. General School Laws of South Carolina, 1929.
The state of Tennessee maintains a public welfare program. 36

TEXAS

Treatment of Delinquents:
1. If a parent is unable to compel a child to attend school, that child may be proceeded against as an habitual truant, and may be subject to commitment to the State Juvenile Training School.
2. The state maintains the Texas State Training School for Girls at Gainesville and the State Training School at Gatesville.

Treatment of Blind, Deaf, and Mentally Deficient:
1. Any child who is blind, deaf, dumb, or feeble-minded, for the instruction of whom no adequate provision has been made by the school district, may be excused from school attendance.
2. The state maintains the following institutions all of which are at Austin, Texas: State School for the Blind, Texas School for the Deaf, State School for the Feeble-Minded, and the Deaf, Dumb, and Blind Institute for Colored Youths.

Child Labor Laws:
1. If a child is twelve years of age and has completed the seventh grade, he may be excused from school to help support his family. 37

UTAH

Treatment of Delinquents:
1. The board of education of any city of the first class, the board of education of any county school district, or the boards of education of two districts may provide for the establishment and maintenance of parental schools, and for the support and education of the inmates thereof.

2. Truants, both girls and boys, between the ages of eight and fourteen may be committed to the school.

3. If parents are able to pay the expenses of their children while they are inmates of the school, they must do so.

4. Habitually truant or incorrigible children are to be reported to the county attorney by the boards of education. The attorney is to prosecute such cases as fit candidates for the state industrial school.

Physical Examination:

1. It is the duty of a teacher to test and examine every child under his jurisdiction to ascertain if such child is suffering from defective sight or hearing, or has diseased teeth, or breathes through his mouth.

2. The teacher must notify parents in writing of any defects discovered.

3. The state board of health prescribes the rules for the examinations.

VERMONT

Treatment of Delinquents:

1. An habitual truant or moral delinquent may be sentenced to the Vermont Industrial School.

2. The shortest commitment to the school is for thirty weeks.

Treatment of Blind, Deaf, and Mentally Deficient:

1. The department of public welfare acts as a commissioner for the deaf, dumb, blind, idiotic, feeble-minded, or epileptic children of indigent parents.

2. Blind, deaf, and feeble-minded children between five and fourteen years of age are compelled to attend school.

3. The deaf children may attend one of the following schools: American Asylum for the Education of the Deaf and Dumb at Hartford, Connecticut; the Clark School for the Deaf at Northampton, Massachusetts; the Mystic Oral

School at Mystic, Connecticut; or the Austino Institution at Brattleboro, Vermont.
4. The blind children are to attend the New England Institute at Boston, Massachusetts.
5. The feeble-minded children are to attend the Massachusetts School for Idiotic and Feeble-Minded Youth at Boston.

Physical Examination:
1. The state board of health and the commissioner of education prepares test materials with which each teacher is to examine the children under her care.
2. A written report of any defects discovered is sent to the parents.
3. In a district where there is a medical inspector, the testing is done by him.

VIRGINIA

Treatment of Delinquents:
1. Truancy cases are tried in the juvenile and domestic relations court.
2. The district must furnish indigent children with clothing so that they may attend school.

Treatment of Blind and Deaf:
1. A census of the blind and deaf children is taken in each district, and is sent to the superintendents of the schools for the blind and deaf.
2. The superintendent of public instruction prepares materials to test the sight and hearing of pupils. The teachers make the tests, and notify the parents as to the results.

Provision is made for moral education in the public schools.

WEST VIRGINIA

Treatment of Delinquents:

West Virginia Industrial School for Boys, at Pruntytown

1. Boys between ten and eighteen years of age may be committed to the school by the justice of peace or by a state court.
2. A boy who has committed a serious offense may be sent to the school instead of the penitentiary.

West Virginia Industrial Home for Girls

1. Girls between seven and eighteen years of age may be committed to the school until they are twenty-one.
2. The inmates may be "bound out" as apprentices.

West Virginia maintains a state industrial school for colored boys between the ages of ten and eighteen.

West Virginia maintains a state industrial home for colored girls between seven and eighteen years of age.

The state institutions are supervised by the state board of education and the state board of control.

Treatment of Blind and Deaf:

1. The West Virginia schools for the blind and the deaf are located at Romney, West Virginia.
2. Attendance is compulsory between the ages of eight and twenty-five.
3. A person may attend either school for a five-year period.

Treatment of Mentally Deficient:

1. The West Virginia Training School is to care for the mental defectives of the state.
2. Each county of the state has a mental hygiene commission to examine children and make commitments to the school.

Child Labor Laws:

1. In order to secure an employment certificate, a minor must present his birth certificate.
2. Minors employed must attend an evening school.
3. A minor must have proof of his prospective employment before he is granted a certificate.

WISCONSIN

Treatment of Blind and Deaf:
1. For the support of day schools for the instruction of blind and deaf children, an annual appropriation of $145,000 is made.
2. A district is reimbursed $250 for each blind or deaf child who attends school.
3. The state superintendent may authorize a blind or deaf school upon application of a district board for such a school.
4. County and city school superintendents are to send the names and addresses of blind and deaf children to the state school for the blind at Janesville or to the state school for the deaf at Delavan.

Child Labor Laws:
1. Minors between seven and sixteen years of age, who are not regularly employed, are to attend school.
2. Truant officers are to visit places of employment. He may request to see the school certificates of minors.

WYOMING

Treatment of Delinquents:
1. The state board of charities and reforms controls the charitable, reformatory, and penal institutions of the state.
2. The school for delinquents in Wyoming is called the Industrial Institute.

Treatment of Blind and Deaf:
1. The state board of charities and reforms is to provide for the education of the deaf and blind of the state.
2. Until the opening of a state school for the

41. The School Laws of West Virginia, 1921.
42. Laws of Wisconsin Relating to Common Schools, 1928.
deaf and blind, this board must provide for their education in adjoining states.

Treatment of Mentally Deficient:
1. The Wyoming State Training School at Lander is for the care of feeble-minded and epileptic children in the state.
2. Delinquents under twenty-one years of age, before commitment to a state institution, must have a mental examination by the state director of special classes or by the superintendent of the state institution at Lander.

Child Labor Laws:
1. The child labor commission, composed of the commissioner of labor, the commissioner of education, and the secretary of the state board of health, determines the type of work prohibited to minors.
2. Work permits are issued by permit officers in the school districts. These officers are appointed by the child labor commissioner.

Table VII, page 107, is presented to give in brief form a summary of the statutes in the various states which provide for delinquent boys, as determined from Chapter IV (pages 68 to 117).

### TABLE VII

A SUMMARY OF PROVISIONS FOR DELINQUENT BOYS IN
THE VARIOUS STATES OF THE UNITED STATES

<table>
<thead>
<tr>
<th>State</th>
<th>Schools Provided</th>
<th>Min. Max. Annual Administration</th>
<th>Age</th>
<th>Cost</th>
</tr>
</thead>
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<td>Alabama</td>
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<td>6 18-21 $240  Board</td>
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<tr>
<td>Arizona</td>
<td>X</td>
<td>8 18  600  Board</td>
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<tr>
<td>Arkansas</td>
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<td>Boys placed in public or private homes.</td>
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<td>California</td>
<td>X</td>
<td>18</td>
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<tr>
<td>Colorado</td>
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<td>County court may commit to industrial school.</td>
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<td>Florida</td>
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<td>Idaho</td>
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<td>Kentucky</td>
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<td>Louisiana</td>
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<td>Maine</td>
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<td>Michigan</td>
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<tr>
<td>Minnesota</td>
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<tr>
<td>Mississippi</td>
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<td>Delinquents may be sentenced to institutions.</td>
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<tr>
<td>Missouri</td>
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<tr>
<td>Montana</td>
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<td>Nebraska</td>
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<td>Nevada</td>
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<td>New Jersey</td>
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<td>New Mexico</td>
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<td>Board</td>
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<td>Oklahoma</td>
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<td>Pennsylvania</td>
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<td>R.I.</td>
<td>X</td>
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<td>Welfare Board</td>
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<td>Tennessee</td>
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<td>Texas</td>
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<td>Utah</td>
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<td>Vermont</td>
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</table>
The provisions made for delinquent boys by statute in forty-one out of forty-eight states are recorded in Table VII. Six of the forty-one states recorded fail to signify the type of provision made for delinquent boys. Twenty-two of the states provide state-supported reformatory schools or industrial schools. In five of the states, the schools are county-supported. Fifteen of the states make provision for parental schools. These schools are reformatories established and maintained by a city or a school district. Seven of the states provide for both state-supported reformatory schools and locally supported schools. One of the states, which is Oklahoma, provides for both state and county corrective schools. It is interesting to notice that a majority of the states provide for state-supported institutions. This is probably the best set-up since, on the whole, state officials are chosen with greater care than are county and local officials.
Two states provide six years and two states provide seven years as the minimum age for admittance to industrial schools. The high minimum age, which is provided by three states, is ten. The maximum age limit for admittance provided in Utah is fourteen, but the most common maximum age for admittance is eighteen. In most states, the boys may be kept at the schools until they are twenty-one years of age.

Few of the states mention what the annual cost is for each inmate. The annual cost in Arizona is about $600, which appears to be high in comparison with the cost in other states.

The administration of the schools usually rests in the hands of a board of control or a board of education. The parental schools are usually administered by the school board of the district. Two states make provision for the welfare or charity board in the state to administer the industrial schools.

Table VIII is presented to give in brief form a summary of the statutes in the various states which provide for delinquent girls as determined from Chapter IV (pages 68 to 117).
TABLE VIII
A SUMMARY OF PROVISIONS FOR DELINQUENT GIRLS IN
THE VARIOUS STATES OF THE UNITED STATES

<table>
<thead>
<tr>
<th>State</th>
<th>Schools Provided</th>
<th>Min.</th>
<th>Max.</th>
<th>Annual Administration</th>
<th>State</th>
<th>County</th>
<th>Parental Age</th>
<th>Age</th>
<th>Cost</th>
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TOTAL STATES REPORTED: 38
Of the thirty-eight states, as recorded in Table VIII, which provide for delinquent girls, six have no statutes which mention the provisions made. Two of the states place the girls in private institutions. Twenty states provide for state-supported schools, four states provide for county-supported schools, and fourteen states provide for parental schools. Six of the states provide for both state-supported and parental schools, and two of the states provide for both county-supported and parental schools.

One state admits girls to the industrial school at six years of age, but the usual minimum age for admittance is between seven and nine. The maximum admittance age for girls in institutions in most states is either sixteen or eighteen. The girls may be kept at the schools until they are twenty-one years of age.

In four of the states a state board is provided to administer the girls' industrial school, in five of the states a district board manages the schools, and in two of the states the welfare board manages the school.

Little mention, if any, is made in the statutes as to the cost of keeping the girls in the various institutions. It appears that the expenses of the schools have been left to the control of the administrators.

The provisions for the care of the blind and deaf children in the various states are enumerated in Table IX.
### TABLE IX

**A SUMMARY OF THE PROVISIONS FOR THE BLIND AND DEAF CHILDREN IN THE VARIOUS STATES OF THE UNITED STATES**

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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The statutory provisions of forty-two states concerning blind and deaf children are recorded in Table IX. Of the forty-two states, twenty-seven states provide state schools for the blind and deaf; and thirteen states provide city or county schools for these unfortunates. Two states provide for their blind and deaf children in institutions in other states. It is interesting to notice that the public school teachers in two states are required to examine the sight and hearing of the children.

The low minimum age for admittance to blind and deaf schools is three years, but the usual minimum age is six or seven. The maximum age limits for admittance range from fourteen to twenty-five years. The most common age for blind children in schools ranges from fifteen to nineteen. The most common age for deaf
children in schools ranges from ten to fourteen.

In two states three-fourths of the expense of caring for the blind and deaf children is borne by the state, and in most of the states, the entire cost is borne by the state. The cost of caring for each child varies from $250 to $320 per year. Missouri allows each school district $750 when such district establishes special classes for the blind and deaf.

Nearly all of the blind and deaf schools are administered by a board. In five states the schools are administered by a superintendent, in one state by a director, and in one state by the board of charities.

State aid for the blind and deaf to secure an education in the higher institutions of learning is granted by eight states, and ranges from $300 to $500 in amount for each year. Often this state money is used to pay a reader to assist a blind person.

Table X is presented to show what the states have done to care for their mentally deficient children.
### TABLE X

A SUMMARY OF PROVISIONS FOR MENTALLY DEFICIENT CHILDREN IN THE VARIOUS STATES OF THE UNITED STATES

<table>
<thead>
<tr>
<th>State</th>
<th>Schools</th>
<th>Special Classes</th>
<th>Min. Age</th>
<th>Max. Age</th>
<th>Annual Compulsory Cost</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>X</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
<td></td>
<td>3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$300 class</td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td></td>
<td>Census taken by census marshal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State helps</td>
<td></td>
</tr>
<tr>
<td>N. Carolina</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. Dakota</td>
<td></td>
<td></td>
<td></td>
<td>5-7</td>
<td>21-25</td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td></td>
<td>Department of welfare to care for children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td></td>
<td>Established by school district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>R.I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Va.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>13</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL STATES REPORTED:</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are thirty states recorded in Table X which make some sort of provision for mentally deficient children. Thirteen of these states provide for state-
supported schools, and eleven states allow school districts to establish and maintain special classes for the feeble-minded children. Three states, Louisiana, Maryland, and Massachusetts, provide for both state schools and special classes. Arizona has purchased a site for a "children's colony" to care for the mentally deficient, but no further appropriations have been made to enable the school to begin operations. In Oregon and California care of the mentally deficient is left to the school district. In Nevada the children are placed in institutions within or without the state. Idaho provides for a census of the mentally deficient, which is a good practice, but is only the beginning of what the state should provide.

The most common minimum age at which states care for feeble-minded children is five. The maximum age at which children may remain in the institutions varies in the states from fourteen to twenty-five years of age.

In Minnesota the state allows $100 per year to care for each feeble-minded child. In Missouri the state allows $300 to each district in which a special class has been established. In Indiana and Pennsylvania the states bear three-fourths of the expense of caring for the feeble-minded.

In practically every case where a school or special
class has been established, attendance is compulsory.

From the facts presented by these four tables (Tables VII, VIII, IX, and X) one may see that the states have done more for their blind and deaf children than for the delinquents and the mentally deficient. The states have done less for the mentally deficient children than for any other group. The state operated institutions for delinquents, blind and deaf, and the mentally deficient have proved more satisfactory than those operated by a county or a city.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS AS TO EACH TYPE OF DELINQUENT OR UNFORTUNATE CHILD IN ARIZONA

General Conclusions

Before specific conclusions and recommendations are made concerning delinquent and unfortunate children in the state of Arizona, it may be well to examine some statistical tables showing the numbers of individuals in certain state institutions in the various states of the United States. An examination of Table XI explains the ever-increasing need of state assistance or support for delinquent and unfortunate individuals. The states are grouped according to location.
### TABLE XI

**Defectives, Delinquents, and Dependents in Institutions in the States of the United States, 1930**

<table>
<thead>
<tr>
<th>State</th>
<th>April 1, 1930</th>
<th>January 1, 1923</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deaf</td>
<td>Blind</td>
</tr>
<tr>
<td><strong>United States</strong></td>
<td>57,084</td>
<td>63,489</td>
</tr>
<tr>
<td>Maine</td>
<td>444</td>
<td>626</td>
</tr>
<tr>
<td>New Hamp.</td>
<td>222</td>
<td>261</td>
</tr>
<tr>
<td>Vermont</td>
<td>214</td>
<td>223</td>
</tr>
<tr>
<td>Mass.</td>
<td>1,520</td>
<td>1,924</td>
</tr>
<tr>
<td>R.I.</td>
<td>339</td>
<td>347</td>
</tr>
<tr>
<td>Conn.</td>
<td>568</td>
<td>531</td>
</tr>
<tr>
<td>New York</td>
<td>5,573</td>
<td>4,418</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1,324</td>
<td>1,222</td>
</tr>
<tr>
<td>Penn.</td>
<td>4,699</td>
<td>4,373</td>
</tr>
<tr>
<td>Ohio</td>
<td>3,047</td>
<td>4,154</td>
</tr>
<tr>
<td>Indiana</td>
<td>1,715</td>
<td>2,204</td>
</tr>
<tr>
<td>Illinois</td>
<td>5,315</td>
<td>4,490</td>
</tr>
<tr>
<td>Michigan</td>
<td>2,356</td>
<td>1,742</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1,757</td>
<td>1,230</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1,226</td>
<td>1,049</td>
</tr>
<tr>
<td>Iowa</td>
<td>1,162</td>
<td>1,577</td>
</tr>
<tr>
<td>Missouri</td>
<td>1,999</td>
<td>3,879</td>
</tr>
<tr>
<td>N. Dak.</td>
<td>306</td>
<td>195</td>
</tr>
<tr>
<td>S. Dak.</td>
<td>425</td>
<td>253</td>
</tr>
<tr>
<td>Nebraska</td>
<td>854</td>
<td>552</td>
</tr>
<tr>
<td>Kansas</td>
<td>1,173</td>
<td>1,246</td>
</tr>
<tr>
<td>Delaware</td>
<td>64</td>
<td>101</td>
</tr>
<tr>
<td>Maryland</td>
<td>737</td>
<td>799</td>
</tr>
<tr>
<td>D.C.</td>
<td>118</td>
<td>157</td>
</tr>
<tr>
<td>Virginia</td>
<td>1,373</td>
<td>1,408</td>
</tr>
<tr>
<td>W. Va.</td>
<td>791</td>
<td>814</td>
</tr>
<tr>
<td>N. Carolina</td>
<td>354</td>
<td>1,318</td>
</tr>
<tr>
<td>S. Carolina</td>
<td>846</td>
<td>1,028</td>
</tr>
<tr>
<td>Georgia</td>
<td>1,388</td>
<td>1,788</td>
</tr>
<tr>
<td>Florida</td>
<td>726</td>
<td>816</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1,516</td>
<td>1,977</td>
</tr>
<tr>
<td>Tennessee</td>
<td>1,425</td>
<td>1,540</td>
</tr>
<tr>
<td>Alabama</td>
<td>1,048</td>
<td>1,415</td>
</tr>
<tr>
<td>Mississippi</td>
<td>829</td>
<td>1,121</td>
</tr>
<tr>
<td>Arkansas</td>
<td>918</td>
<td>1,101</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1,062</td>
<td>1,252</td>
</tr>
</tbody>
</table>
TABLE XI CONTINUED

<table>
<thead>
<tr>
<th>State</th>
<th>Deaf</th>
<th>Blind</th>
<th>Feeble-minded</th>
<th>Juvenile Delinquents</th>
<th>Paupers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma</td>
<td>1,372</td>
<td>1,167</td>
<td>330</td>
<td>293</td>
<td>250</td>
</tr>
<tr>
<td>Texas</td>
<td>2,548</td>
<td>2,606</td>
<td>232</td>
<td>953</td>
<td>1,075</td>
</tr>
<tr>
<td>Montana</td>
<td>305</td>
<td>235</td>
<td>91</td>
<td>405</td>
<td>182</td>
</tr>
<tr>
<td>Idaho</td>
<td>136</td>
<td>156</td>
<td>283</td>
<td>271</td>
<td>193</td>
</tr>
<tr>
<td>Wyoming</td>
<td>60</td>
<td>53</td>
<td>128</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>Colorado</td>
<td>532</td>
<td>751</td>
<td>259</td>
<td>483</td>
<td>667</td>
</tr>
<tr>
<td>New Mexico</td>
<td>263</td>
<td>607</td>
<td>...</td>
<td>42</td>
<td>(2)</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>174</td>
<td>259</td>
<td>...</td>
<td>92</td>
<td>206</td>
</tr>
<tr>
<td>Utah</td>
<td>277</td>
<td>238</td>
<td>...</td>
<td>(1)</td>
<td>183</td>
</tr>
<tr>
<td>Nevada</td>
<td>30</td>
<td>64</td>
<td>...</td>
<td>15</td>
<td>138</td>
</tr>
<tr>
<td>Washington</td>
<td>746</td>
<td>792</td>
<td>803</td>
<td>334</td>
<td>769</td>
</tr>
<tr>
<td>Oregon</td>
<td>549</td>
<td>493</td>
<td>675</td>
<td>193</td>
<td>580</td>
</tr>
<tr>
<td>California</td>
<td>2,101</td>
<td>2,597</td>
<td>1,669</td>
<td>880</td>
<td>5,120</td>
</tr>
</tbody>
</table>

(1) Not reported. (2) No almshouses maintained.

These figures cannot be accepted as an absolute index of conditions. A number of factors affect the accuracy of the data. One condition is the difficulty of formulating an adequate definition as to what people are feeble-minded, or delinquents, or paupers. Another factor that influences the accuracy of the data is the large element of personal judgment of the enumerator. Still a third factor is the reluctance on the part of individuals to admit their defects.

The provisions for the care of the classes listed in Table XI vary in different states, and in the same state at different times. Moreover, the methods of enumeration have been changed from time to time. For these reasons,
the numbers of persons listed in certain institutions may not reflect true conditions. However, the data presented are accurate enough to show one the extreme importance of the problem facing the states in caring for their unfortunates.

Table XII enumerates the juvenile delinquents in state institutions for the more recent year of 1933.

TABLE XII

JUVENILE DELINQUENTS IN STATE INSTITUTIONS
IN THE UNITED STATES, 1935

<table>
<thead>
<tr>
<th>State</th>
<th>Present January 1</th>
<th>Received from courts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>UNITED STATES</td>
<td>30,496</td>
<td>17,017</td>
<td>13,153</td>
</tr>
<tr>
<td>Alabama</td>
<td>907</td>
<td>412</td>
<td>345</td>
</tr>
<tr>
<td>Arizona</td>
<td>78</td>
<td>148</td>
<td>127</td>
</tr>
<tr>
<td>Arkansas</td>
<td>206</td>
<td>321</td>
<td>250</td>
</tr>
<tr>
<td>California</td>
<td>1,157</td>
<td>900</td>
<td>773</td>
</tr>
<tr>
<td>Colorado</td>
<td>403</td>
<td>213</td>
<td>140</td>
</tr>
<tr>
<td>Connecticut</td>
<td>594</td>
<td>190</td>
<td>127</td>
</tr>
<tr>
<td>Delaware</td>
<td>527</td>
<td>79</td>
<td>41</td>
</tr>
<tr>
<td>Florida</td>
<td>498</td>
<td>365</td>
<td>316</td>
</tr>
<tr>
<td>Georgia</td>
<td>729</td>
<td>572</td>
<td>500</td>
</tr>
<tr>
<td>Idaho</td>
<td>44</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Illinois</td>
<td>856</td>
<td>506</td>
<td>356</td>
</tr>
<tr>
<td>Indiana</td>
<td>775</td>
<td>299</td>
<td>206</td>
</tr>
<tr>
<td>Iowa</td>
<td>721</td>
<td>281</td>
<td>228</td>
</tr>
<tr>
<td>Kansas</td>
<td>355</td>
<td>194</td>
<td>142</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1,106</td>
<td>396</td>
<td>291</td>
</tr>
<tr>
<td>Louisiana</td>
<td>171</td>
<td>101</td>
<td>73</td>
</tr>
<tr>
<td>Maine</td>
<td>335</td>
<td>101</td>
<td>73</td>
</tr>
<tr>
<td>Maryland</td>
<td>762</td>
<td>372</td>
<td>316</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>787</td>
<td>570</td>
<td>441</td>
</tr>
<tr>
<td>Michigan</td>
<td>951</td>
<td>398</td>
<td>293</td>
</tr>
<tr>
<td>Minnesota</td>
<td>734</td>
<td>661</td>
<td>430</td>
</tr>
<tr>
<td>Mississippi</td>
<td>216</td>
<td>157</td>
<td>103</td>
</tr>
<tr>
<td>Missouri</td>
<td>1,258</td>
<td>472</td>
<td>377</td>
</tr>
<tr>
<td>Montana</td>
<td>276</td>
<td>92</td>
<td>61</td>
</tr>
<tr>
<td>Nebraska</td>
<td>447</td>
<td>158</td>
<td>98</td>
</tr>
<tr>
<td>Nevada</td>
<td>25</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>125</td>
<td>56</td>
<td>35</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1,153</td>
<td>1,573</td>
<td>1,300</td>
</tr>
<tr>
<td>New Mexico</td>
<td>164</td>
<td>127</td>
<td>105</td>
</tr>
<tr>
<td>New York</td>
<td>1,967</td>
<td>872</td>
<td>696</td>
</tr>
<tr>
<td>N. Carolina</td>
<td>1,129</td>
<td>514</td>
<td>392</td>
</tr>
<tr>
<td>N. Dakota</td>
<td>245</td>
<td>101</td>
<td>75</td>
</tr>
<tr>
<td>Ohio</td>
<td>1,584</td>
<td>1,182</td>
<td>873</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>615</td>
<td>396</td>
<td>225</td>
</tr>
<tr>
<td>Oregon</td>
<td>166</td>
<td>119</td>
<td>94</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>2,628</td>
<td>866</td>
<td>629</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>232</td>
<td>243</td>
<td>230</td>
</tr>
<tr>
<td>S. Carolina</td>
<td>400</td>
<td>235</td>
<td>227</td>
</tr>
<tr>
<td>S. Dakota</td>
<td>161</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td>Tennessee</td>
<td>479</td>
<td>279</td>
<td>211</td>
</tr>
</tbody>
</table>
The total number of juvenile delinquents, and the parts of the total that were male and female, who were received from the courts, are listed in this table along with the number of juveniles in institutions on January 1.

The table shows that the number of delinquents received from the courts in Arizona is almost twice the number of delinquents present in the state institution on January 1, 1933. So many delinquents are committed to the school that they cannot all be cared for, and paroles are issued faster than they should be, which accounts for many re-commitments.

The numbers of blind and deaf individuals in the United States in 1930, classified as to sex, race, and age, are shown in Table XIII.

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### TABLE XIII

**BLIND AND DEAFMUTES: BY SEX, 1890-1930, AND BY RACE AND AGE, 1930**

<table>
<thead>
<tr>
<th>Race</th>
<th>Blind Total</th>
<th>Blind Male</th>
<th>Blind Female</th>
<th>Deaf Total</th>
<th>Deaf Male</th>
<th>Deaf Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1890</td>
<td>50,568</td>
<td>28,080</td>
<td>22,488</td>
<td>40,592</td>
<td>22,429</td>
</tr>
<tr>
<td></td>
<td>1900</td>
<td>64,763</td>
<td>37,054</td>
<td>27,709</td>
<td>No data.</td>
<td>No data.</td>
</tr>
<tr>
<td></td>
<td>1910</td>
<td>57,272</td>
<td>32,445</td>
<td>24,829</td>
<td>44,708</td>
<td>No data.</td>
</tr>
<tr>
<td></td>
<td>1920</td>
<td>52,567</td>
<td>30,160</td>
<td>22,407</td>
<td>44,885</td>
<td>No data.</td>
</tr>
<tr>
<td></td>
<td>1930</td>
<td>63,593</td>
<td>26,585</td>
<td>27,008</td>
<td>57,123</td>
<td>29,267</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>52,924</td>
<td>30,302</td>
<td>22,622</td>
<td>52,193</td>
<td>25,694</td>
</tr>
<tr>
<td>Negro</td>
<td></td>
<td>9,169</td>
<td>5,422</td>
<td>3,747</td>
<td>4,202</td>
<td>2,164</td>
</tr>
<tr>
<td>Mexican</td>
<td></td>
<td>784</td>
<td>480</td>
<td>304</td>
<td>216</td>
<td>194</td>
</tr>
<tr>
<td>Indian</td>
<td></td>
<td>681</td>
<td>380</td>
<td>301</td>
<td>223</td>
<td>165</td>
</tr>
<tr>
<td>All other</td>
<td>35</td>
<td>31</td>
<td>4</td>
<td>35</td>
<td>25</td>
<td>10</td>
</tr>
</tbody>
</table>

**AGE (1930)**

<table>
<thead>
<tr>
<th></th>
<th>505</th>
<th>284</th>
<th>221</th>
<th>919</th>
<th>501</th>
<th>418</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5</td>
<td>1,113</td>
<td>648</td>
<td>465</td>
<td>3,950</td>
<td>2,082</td>
<td>1,868</td>
</tr>
<tr>
<td>5 to 9</td>
<td>1,215</td>
<td>1,042</td>
<td>773</td>
<td>6,262</td>
<td>3,524</td>
<td>2,738</td>
</tr>
<tr>
<td>10 to 14</td>
<td>2,040</td>
<td>1,172</td>
<td>388</td>
<td>5,674</td>
<td>3,053</td>
<td>2,621</td>
</tr>
<tr>
<td>15 to 19</td>
<td>1,971</td>
<td>1,187</td>
<td>784</td>
<td>4,708</td>
<td>2,470</td>
<td>2,238</td>
</tr>
<tr>
<td>20 to 24</td>
<td>10,072</td>
<td>6,355</td>
<td>3,737</td>
<td>16,801</td>
<td>8,626</td>
<td>8,175</td>
</tr>
<tr>
<td>25 to 44</td>
<td>17,355</td>
<td>11,171</td>
<td>6,184</td>
<td>12,343</td>
<td>6,144</td>
<td>6,199</td>
</tr>
<tr>
<td>45 to 64</td>
<td>28,152</td>
<td>14,705</td>
<td>13,447</td>
<td>6,388</td>
<td>3,027</td>
<td>3,361</td>
</tr>
<tr>
<td>Unknown</td>
<td>70</td>
<td>41</td>
<td>29</td>
<td>78</td>
<td>40</td>
<td>38</td>
</tr>
</tbody>
</table>

The above table shows the number of blind and deafmutes in the United States from 1890 to 1930 according to sex. The figures representing the blind and deafmutes according to race and age are for the year 1930.

There were 63,593 blind people in the United States in 1930, or 51.8 blind people for every 100,000 of our population.

population. The blind people per 100,000 of our population between the ages of five and nine amounted to .90, between the ages of ten and fourteen the number amounted to 1.47, between the ages of fifteen and nineteen the number amounted to 1.66, and between the ages of twenty and twenty-four the number amounted to 1.60. This shows that the greatest number of the blind in the United States of school age are between fifteen and nineteen years of age.

There were 57,123 deaf people in this country in the year 1930, or 46.5 deaf people for every 100,000 of our population. There were 3.21 deaf persons for every 100,000 of our population between the ages of five and nine years, 5.09 between the ages of ten and fourteen, 4.61 between the ages of fifteen and nineteen, and 3.83 between the ages of twenty and twenty-four. This information shows that there were more deaf people between the ages of ten and fourteen than for any other age period. A partial explanation of the large number of deaf people between the ages of ten and fourteen may be that the deafness existed from birth or early childhood and was first discovered at this period.

If democracy in education is to exist in the United States, the great problem of caring for delinquent, blind, deaf, and mentally deficient individuals must be met ade-
quately. Some of our state governments have done this work more successfully than others, as was made clear in Chapter IV (pages 68 to 117).

"Broken homes" and "poor homes" are to a large extent responsible for the criminal records and the unhealthful records of some of the people in the United States. This is especially true of the people in the large cities. If there could be better housing for the poor of this country, such individuals would have a greater chance to be healthy, and would have, undoubtedly, a greater urge to be good citizens. These benefits would not accrue to the poor alone since the taxpayer's burden of paying for disease and crime would be lessened. The following paragraph from a recent government bulletin is of interest:

"Slums make it difficult for children to avoid the temptation of stealing. Because there is no room in their homes, or because the homes are unattractive, slum children form gangs that play in unhealthful alleys and practice petty thievery. In such a Chicago area one out of every four boys between the ages of 10 and 17 passed through the juvenile court in one year. Nearly half of the Philadelphia boys with criminal records come from one large slum district. One-fourth of Seattle's juvenile delinquents live in a slum area. We have learned from such reports that the habits of burglars, kidnapers, and criminals of all kinds are to a large extent formed in childhood spent in the slums. To those who live in the slums, the effect of bad housing is too often broken lives. To those who do not live in the slums, their toll is increased taxes to pay for medical care of diseases bred by the slums; to pay
for arrest and detention of criminals who have
learned their tricks in the slums; to maintain
fire departments to prevent the spread of fires
that break out in slum shacks and tenements."

Conclusions and Recommendations Concerning Delinquent
Boys in Arizona

The State Industrial School at Fort Grant has never
been a success. This is principally due to the fact that
the school is so isolated that the citizenry of Arizona
has not known definitely what has been taking place
there. The school is approximately thirty-six miles
from Safford, two hundred thirty miles from Phoenix,
and one hundred thirty miles from Tucson. At times,
social or civic organizations in Arizona have become
interested in the school to such an extent that a visit
has been made to Fort Grant. If the members of the or­
ganization felt, upon visiting the school, that condi­
tions were bad, various types of pressure were brought
to bear on the governor of Arizona, who is responsible
for the appointments of the superintendent of the
school. In case the organization were quite influential,
and represented a good many votes, the superintendent
would be dismissed and a new one appointed.

When a new superintendent was appointed, he could

4. Pamphlet, Federal Emergency Administration of Public
Works, Housing Division, U.S. Government Printing
follow one of three courses. If he saw that his hands were tied and that he was being used as a political tool, he could resign. However, this has seldom, if ever, been the action taken. The reason is quite obvious, since the superintendent's salary is $3,000 yearly, with all living expenses paid for him and his family. A second course open to a new superintendent would be to keep in line with his political party. In this case, he would forget the actual conditions at the school, and by "smoothing over" and "covering up" get as many votes as possible for his political party. A third course open to a superintendent would be to "clean house" and disclose the existing unsatisfactory conditions. If a man could be appointed who had planned a definite and worthwhile course, and could get his plan into action before the governor dismissed him, he would actually be a friend to that governor. Popular opinion, in such a case, would create votes for the party in power.

It might be well to mention the most outstanding unsatisfactory conditions of the school. In the first place, the academic training is of a very poor quality. The personnel of the officers and teachers at the school does not ordinarily consist of capable, well-trained men. A second unsatisfactory condition is that the vocational training is almost worthless. Frequently, officers are
not trained in vocational work, and if they are, they are not interested in imparting their knowledge to the boys. Another poor condition is that delinquents of a high level and those who are delinquent for the first time are mixed with the low-class, criminally-inclined boys. Many of the boys committed to the school are feeble-minded, and should be in an institution which specializes in the care of mental deficients. The health conditions at the school are poor. Sometimes two boys are quartered together with one bed on which to sleep. A boy with an active case of a venereal disease might be placed with an unsuspecting partner.

The school is costly to the state for the amount of good it does. At all times the number of re-commitments to the school is large. This fact has a great deal to do with the expense. In order to show how some of the money for the school is spent, the following fact is mentioned. The school authorities have been known to hire college athletes to play baseball during the summer months on what is known to be the "Industrial School team". The members of the team are principally employees of the school.

The concerted interest of all social groups in Arizona is vitally necessary if the Industrial School for Boys is to become more worthwhile to the citizenry of Arizona.
The following specific recommendations are made for the school:

Free the school from politics as much as possible by making the State Superintendent of Public Instruction responsible.

Insist that the personnel of the school consist of capably trained men.

Bring the living conditions of the school up to a desirable level.

Provide for a parole officer or a parole board to counsel, guide, and help boys in making adjustments.

Conclusions and Recommendations Concerning Delinquent Girls in Arizona

Until the year 1930, the delinquent girls of Arizona were committed along with the boys to the Industrial School at Fort Grant. Fort Grant was a crowded, unsuitable place for the girls.

The State Legislature provided for a separate girls' school in 1927. This school, located at Randolph, Arizona, was ready for occupancy in 1930. In less than six years' time, the State Legislature decided to abandon the school for girls. The school was not adequately equipped to properly care for the girls, and the expense was great in proportion to the number of girls committed. The school was created during a peak of prosperity; it was abandoned during a severe depression.

When the school was abandoned in 1935, the Legis-
lature again had to face the problem of caring for the delinquent girls in Arizona. It contracted with two institutions within the state, the Florence Crittenton Home and the Convent of the Good Shepherd, to care for the girls. These institutions met the requirements stated in the law as to being devoted to social welfare work, and possessing adequate facilities, equipment, and accommodations for the detention, confinement, education, employment, reformation, treatment, and discipline of such girls as might be committed to them.

During the fiscal year 1935 to 1936, forty-one delinquent girls were committed to the Florence Crittenton Home and the Convent of the Good Shepherd. The rehabilitation of these girls was quite satisfactory. Individuals in the state who are interested feel that the progress made and the cost of caring for the girls was comparable with the progress and cost in institutions in other states.

For some years to come, it is likely that Arizona can satisfactorily care for her delinquent girls in the two homes mentioned, or in other institutions of similar quality. When the growth in the population of Arizona warrants a change, a properly organized state institution for the care of delinquent girls should be established.
Conclusions and Recommendations Concerning the Care of Blind and Deaf Children in Arizona

The Arizona State School for the Deaf and the Blind has been a worthwhile and commendable institution in the state for many years. The school has been particularly successful under the supervision of its present superintendent, Mr. R.D. Morrow.

From the creation of the school as a department of the State University up to the present time, there has never been adequate room for all of the blind and deaf children in the state who are entitled to attend. These children rightfully deserve the best training that can be secured for them. This is the only way they may become self-supporting and not a burden on society. The State Legislature should make more adequate provision for necessary buildings, equipment, and maintenance expense for the Arizona State School for the Deaf and the Blind.

Conclusions and Recommendations Concerning the Mentally Deficient Children in Arizona

Arizona has been very negligent in her care of the feeble-minded children within the state. In fact, up to the present time (1937) no specific care has been given to them. Through authorization by the State Legislature, the State Board of Education purchased a site for a children's colony in 1929. The site cost $21,500, or almost the entire amount of the original appropriation.
made for the colony in 1927. No other money has been appropriated to carry the project to fulfillment.

If the feeble-minded were removed from our public school classes, the work there would progress much more rapidly and would be much more thorough.

Feeble-minded delinquents of Arizona could be better cared for in an institution for mentally deficient persons than in the State Industrial School, as it now exists.

Other states have made marked progress along this line; Arizona has stood still. A survey was made of the mentally deficient children in Arizona. It would be worthwhile if the facts of this survey were presented to the people of Arizona, and particularly to the schoolmen of the state. Educating the people to the fact that there is a great need for specific care of the feeble-minded children in Arizona will be extremely important in securing the desired results. When the citizens of Arizona have the right frame-of-mind concerning this important problem, it will be a comparatively easy matter to secure appropriations from the State Legislature which will allow the Arizona Children's Colony to begin operations.
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