defective group—making a total of 46% of the children in this group whose intellectual capacity was shown by intelligence tests to be below normal.

The following results of research conducted to determine the correlation of delinquency to feeblemindedness show similar results:

"Miss Renz tested 100 girls of the Ohio State Reformatory and reported 36% as certainly feebleminded.

"Tests by Dr. J. Harold Williams of 150 delinquents in the Whittier State School for Boys, Whittier, California, gave 23% as feebleminded and 26% at or near the borderline.

"Under the direction of Dr. Goddard the Binet tests were given to 100 juvenile court cases chosen at random, in Newark, N. J. Nearly half were classified as feebleminded.

Dr. G. O. Fernald's test of 100 prisoners at the Massachusetts State Reformatory showed that at least 25% were feebleminded."

In the Girls' Industrial Home in Delaware, Ohio and the Boys Industrial School at Lancaster, Ohio, a survey of the mentality of 100 consecutive admissions to each of these schools was made in August and September 1912. The results of these tests showed 50% of the girls to be feebleminded and 14% borderline, 46% of the boys feebleminded and 26% borderline. **

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"But why do the feeble minded tend so strongly to become delinquent?" The answer may be stated in simple terms. Morality depends upon two things: (a) the ability to foresee and to weigh the possible consequences for self and for others; and (b) upon the willingness and capacity to exercise self-restraint. That there are many intelligent criminals is due to the fact that (a) may exist without (b). On the other hand, (b) presupposes (a). In other words, not all criminals are feebleminded, but all feebleminded are at least potential criminals. . . . . Moral judgment, like business judgment, social judgment or any other kind of higher thought process, is a function of intelligence. Morality cannot flower and fruit if intelligence remains infantile.*

By the very definitions of intelligence given at the beginning of this section, and the above analysis of the intellectual determinants of moral behavior, we are not surprised at a high correlation between feeblemindedness and delinquency. If intelligence means the ability to adjust oneself to one's environment, it presupposes emotional stability, hence we may suggest that less than normal intelligence reduces the degree of emotional stability by direct ratio, and we may have deviation from the accepted form of behavior.

SECTION 10. Placement Recommended for Children.

The accompanying Table (XIX) shows the recommendations for placement of the children which were made by the Clinic after study. Alternatives are given in recommendations for treatment because of uncertainty of the adequacy for carrying out the first choice recommendations.

In 56 cases or 61.5% of the group, foster home placement was the first choice in the recommendation. The median for the Intelligent Quotients of these children falls in the borderline defective group. One of these children whose I. Q. was 58, and about whose age there was uncertainty, was requested to return for re-testing. Work with remuneration was specified in one foster home recommendation, and in two others psychiatric treatment was advised. In the recommendations for rural foster home placement, the median I. Q. falls between 60-69, in the definitely, but high grade feebleminded group. Two of these children, whose I. Q.'s were between 50 and 59, were to be committed to the feebleminded colony, if rural foster homes could not be obtained for them, or if they were unable to adjust when placed there.

The Industrial School was recommended as placement of 19 cases, or 20.9% of the children. Six children, or 6.6%, were committed to the feebleminded colony. It was recommended that 4 children, or 4.4% should be placed with relatives.
Six children, or 6.6% were returned to their parents with advice concerning the individual child's problems, and recommendation for psychiatric treatment over a period of time. This small percentage of children who were returned to their parents brings out not only the inadequacy of the home life of these children in answering their individual needs, but also the adjudged limited capacity for developing such adequacy in all except 6.6% of the cases.
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IV - ILLUSTRATIVE CASES.

The following cases which are briefly described illustrate the different types of homes and home-substitutes from which the child ran away, and the conditions which are common in the homes of this study.

CASE I.

Mary is a 15-year old girl who ran away from her foster parents and was committed to the State Board of Public Welfare by the Juvenile Court, and brought to the clinic for examination and recommendation for treatment.

Her real parents, of American white stock, were unknown to her, but she has always been told that her mother died when she was 18 months old, and her father who was not married to her mother could not keep her and care for her. Her mother’s relatives refused to acknowledge the child because of her illegitimacy. So in infancy she was adopted by her present foster parents. Her foster father is of Polish origin and her foster mother of Slavic Nationality, neither of them are able to speak English. They live on a thirty acre farm and the family of three lived there in a dilapidated two-room house.
The psychiatric interview revealed an environment of the strictest supervision in which she was allowed to go out only to church and school. She has attended the Roman Catholic Church regularly and the moral side of her life has been correct. She said her foster father beat her "inhumanly," and she expressed intense fear of him to the psychiatrist. She likes the foster mother, who has always been good to her but suffers from "nervous spells" and does not understand her or any of the desires of youth. The foster mother's strictness upon Mary has been enhanced by her fear that the girl will be a "bad woman," following in her mother's footsteps, and she has warned the girl constantly against such a life. Her eccentric foster mother forced the girl to wear her dresses long when others wore them short, and short when longer skirts were in vogue. All of her life Mary has been deprived of any personal pleasure and has really suffered from lack of clothes, books for school and reading material of any sort, having no companionship except casual school acquaintances. She told the psychiatrist that it was to escape her foster father's beatings that she ran away.

She does not want to go back to her foster parents, but would like to be where she can have the things that other children have. She likes school, and has helped her foster mother with cooking and cleaning. She would like to do some type of house work in her new home.
The physical examination showed a slight hypertension of the heart and slightly defective vision. It was recommended that her eyes be examined for corrective treatment and her heart re-examined at the end of a year.

The psychological tests classified her as high grade feeble-minded. Her performance on the more practical and manual tasks indicated her manual ability to be above her general intelligence, as measured by the more abstract verbal scale of tests.

It was felt that her behavior was explained entirely by her harsh environment and the deprivations she had suffered, both physically and emotionally.

Since she had gone as far as the 6th grade in school, further formal academic training was not thought advisable, in view of her limited intellectual capacity. It was recommended that she be placed in a rural foster home where a friendly family life existed and she would be given some individual attention.
CASE IX.

John is a 14 year old boy who was sent to the Clinic for study by the Juvenile Court after he ran away the fourth time from his relatives with whom he made his home.

The first time he ran away he stayed four nights and then returned. The second time he returned after six nights away from home. When he disappeared the third time, he was found in a nearby town and brought home after three nights' absence. The last runaway escapade took him to a neighboring state, and he was returned home after having been away a week.

John's father died following a stroke of paralysis when the boy was three months old, and his mother died of cancer when he was eight years old. Since his mother's death he has lived with his step-sister, whose husband quarreled with him a great deal. He seems to have lived with the family without any problems until a few months preceding the time he was brought to the clinic. Since that time he has refused to study and go to school.

In the psychiatric interview John indicated the relationship between his step-sister's husband and himself as stated above. He told the psychiatrist that
he could not help running away because something inside
him told him to go. He cannot actually hear the words,
but it is "like a voice inside one that prevents one
from doing wrong." He thinks that the devil tells him
to run and he knows he is not crazy. He does not like
school or the boys there because they fight and use bad
language, although he is sure that they like him.
The psychological tests showed him to be in the
group of borderline defective mentality. Although he
expressed a preference for building things and mechanics
over playing games with other boys, his manual ability
and mechanical aptitude brought test results that were
even inferior to his general intelligence as measured on
a more verbal abstract scale.
The findings of the physical examination were
negative with the exception of the presence of leg sores,
which was recommended for treatment. It was felt that the boy's
symptoms were due more to over-concern than with others and his inclination to be
alone rather than with others and his inclination to be
scleroid makeup, as evidenced by his preference to be
his unusual ideas and fantastic imagination. It was
felt that his being so unlike other children may also
be accounted for by the lack of any normal home environ-
ment for him as well as his being the only child in the
home.
It was recommended that he be sent to the Industrial School, feeling that the training of institutional life, the contact with a large group of boys and school regime would be the most beneficial treatment for this boy.

Six years before this time Anna's father deserted the family and since that time she has lived with her mother, an older brother and a younger sister. Her two older sisters and an older brother are married and each living in different towns. Her mother spends most time visiting the married sisters and brother.

In the psychiatric interview Anna's daily environment was revealed by her. When she was a small child her father lost his home and business shop by a fire. Following this the family lived with relatives for several years, her father seems to develop a historic undemonstrated mania but occasional by the loss of all of their belongings from the fire. Anna indicated to the psychiatric she showed a strong attachment to her father, saying that none of her older brothers and her mother quarreled, she always took his part. She was his favorite of all the children and her mother has always punished her more than the other children, which Anna has always resented. She preferred Anna to the
CASE III.

Anne is a 16-year-old girl who ran away from her mother with whom she was living. She was sent to the clinic by the Juvenile Court who arrested the girl, at her mother's request because she ran away from home, was incorrigible and refused to obey her.

Six years before this time Anne's father deserted the family and since that time she has lived with her mother, an older brother and a younger sister. Her two older sisters and an older brother are married and each living in different towns. Her mother spends much time visiting the married sisters and brother.

In the psychiatric interview Anne's early environment was revealed by her. When she was a small child her father lost his home and blacksmith shop by a fire. Following this the family lived like gypsies for several years, her father seeming to develop a hitherto undemonstrated wanderlust occasioned by the loss of all of their belongings from the fire. Anne indicated to the psychiatrist a strong attachment to her father, saying that when he and her mother quarreled, she always took his part. She was his favorite of all the children and her mother has always punished her more than the other children, which Anne has always resented. The youngest girl in the foster home with a steady environment and understanding foster parents, and, if possible, where she could develop her manual ability.
mother's favorite and Anne has always been jealous of her.

Psychological tests gave her an Intelligent Quotient of 92, indicating average intelligence. Her manual ability was shown to be even better than the classification she received by the Binet-Simon Scale of tests. She was unusually well read.

Physically the girl was 2½ underweight and showed a history of "spells." When questioned about these Anne said she often thought of her father and during these times she is not wholly aware of what she is doing.

The psychiatrist felt that the "spells" were probably hysterical in nature and caused by her strong attachment to her father and her generally unstable and shifting background. Any stable adjustment for the girl would be rendered more difficult by the fluctuating home conditions of her early years. It was felt that her behavior was the result of an emotional conflict over her father's desertion. The mutual jealousy felt by the girl and her mother over her father's affection seems to have brought about the strong antagonism between them.

It was recommended that Anne be placed in a good foster home with a steady environment and understanding foster parents, and, if possible, where she could utilize her manual ability.
CASE IV.

160 of David, a 14-year-old boy, lived with his mother and step-father. He was sent to the clinic by the juvenile court at the suggestion of the school attendance officer, because "he persistently stayed out in the alley all night and refused to go to school."

David's father died when he was eleven months old. His paternal and maternal grand parents were greatly attached to the boy when they were living. David has one older brother and two older sisters who lived out of the house, one of the sisters returning just before the mother re-married. His mother went to work after her second marriage so that she might have more money for clothes, leaving David in the care of his older sister who could not control him. The stepfather is said to be fond of the boy, but is a cold type of person. The family relationships have apparently been pleasant, a younger step-sister completing the family group.

David's development was normal and he had all the usual childhood diseases. He was ill at 18 months of age with stomach trouble and has sometimes had trouble in recent years, eating very irregularly. He is whipped for his enuresis. He started smoking when he was five years old and smokes incessantly now. At
eight years of age he started staying out at night, led off the first time by an older boy. About this time his mother called the Public Welfare Department, saying that David was incorrigible, had set fire to a mattress and she wished him sent to a reformatory. He spent two and a half years there. He sometimes blames others for his difficulties, and is easily led by others. He had no other problems except persistent truancy from school. He likes other children and makes friends easily.

In the psychiatric interview he showed obvious fondness for his mother, but felt that she liked him least of all the children. The step-father does not whip David, but shows preference for the mother's older children since they are wage earners. He said he stayed out all night because when he came home in the evening he was scolded and whipped, but, if he stayed out until morning, nothing was done.

The psychological tests place him in the high grade feebleminded group, and show him to be more apt with concrete than abstract material. He is quick rather than accurate.

The findings of the physical examination were negative.

It was felt that his behavior was due to his rejection by his mother, whose affection he craves. Because staying out all night worries his mother, he
evidently does this to get her otherwise directed attention. His feelings of insecurity and "unwantedness" are manifest by the enuresis. His low mentality, making his school career difficult, has evidently given him more emphasized feelings of inferiority at home and school. His misbehavior in school may be a compensation for his sense of inadequacy in intellectual lines.

In view of his limited intellectual capacity, it was recommended that he be given no more formal academic training but allowed to work, thereby raising his standing in the family and his own self-respect. Since the basis of his emotional conflict seemed to be because of his mother, it was recommended that she be interviewed and an attempt made to give her a better understanding of the boy. His assets of self-reliance, good manners and good manual training should be pointed out to her. His need of her affection should be emphasized and she should be encouraged to take more special notice of him. His problem of enuresis should be discussed with her and explained to her as the lack of the boy's feeling of security. She should be asked to see that no one in the family teased him about the enuresis or discussed the matter, and she should do all she could to prepare him for any improvement and encourage him to do better.
V. SUMMARY OR CONCLUSIONS.

It is seen that running away cannot be attributed to any one cause, but rather to a combination of factors which constitute the child's environment and mold his personality. Outstanding among these is a feeling of insecurity. This feeling of insecurity may be the result of a broken home, parental indifference, abuse, or partiality to others, or even a concentration of parental interest in the child.

All of the 91 children studied came from broken homes or substitutes for disrupted or non-existent homes. This represents 64.3% of the total number of 141 runaway children studied by the clinic, out of 1500 cases of all types of delinquencies brought to them from October 1928 to January 1931. This shows that running away constitutes 9.4% of all delinquency in this group.

The type of home from which the children came, that is, whether they were living with neither parent, one parent alone, or a parent and a step-parent, seems to be insignificant, since 43 cases, or 49%, were living with neither parent and 43 or 53% were living with one parent alone or a parent and a step-parent. In this latter group, however, in 29 cases or 62.5% of the homes, a step-parent was present. This is particularly worthy of note since in only 3 out of those 29 homes was a positive, happy
relationship expressed by the child between his step-parent and himself. In the remaining 29 cases living with one parent alone, 14 children or 29.1% were living with the mother. This perhaps indicates that when the mother alone constitutes the parental care and guidance, as well as support, discipline often becomes more difficult and running away may occur more readily.

The existence of an unhappy home atmosphere was expressed by 71% of the 43 children who indicated that the home conditions were and who lived with neither parent. The same condition was found in 78.6% of the 43 children living with one parent alone or a parent and a step-parent. The actual reasons given by the children for running away substantiate the conclusion that an escape from unhappy home situations is a primary motivating cause in running away. This is shown by 73.7% of the testimonies given expressing a desire to escape from their unhappy home situations.

Contrary to the traditional idea of the complete dependence and inability of the youngest child to break away from family ties, 33 of the 91 children, or 36.4% were the youngest in the family. The next largest group of 21 children, or 24.4% represents the second born and other positions than the youngest and oldest. Attitudes towards siblings cannot be considered a vital factor in causing this group of children to run away, since only 27 children or 42.2% of the 64 having siblings expressed
attitudes, and 14 out of the 27, or 51% considered their relationships with siblings pleasant.

Running away occurs more often accompanied by other offenses than alone, in the group studied. This is true in 68 cases or 75% of the children. The highest correlations between running away and other offenses vary slightly with boys and girls. With boys the most frequent types are (1) stealing, (2) truancy from school, and (3) incorrigibility, and with girls they are (1) immorality, (2) incorrigibility and (3) stealing. In 56 of the 91 cases, or 59.3% of the children, running away was not the first offense.

A comparison of the sex and race classifications of the 91 runaway children from broken homes with 50 runaway children from normal homes and an unselected group of 530 children representing heterogeneous types of offenses, show no conclusive differences in general. A slight increased frequency of 15.5% of miscellaneous offenses over running away existed in colored boys, and an increased frequency of 10% of running away over heterogeneous offenses in white boys. This shows the reverse situation with colored girls and white girls.

The ages of the 91 children range from 6 to 18 years, the median falling on 14 years 4 months. The median for boys at 13 years 1 month shows a tendency to run away developing earlier than in girls at 15 years 7 months.
This is further evidenced by a consideration of the children under 14 years of age, which shows 83.6% to be boys.

Urban and town community backgrounds, combined, represents 65.7% of the group of 91 runaway children, the remaining 34.3% coming from rural homes.

The Intelligence Quotients of the children range from 33 to 120, the median falling in the division classified as borderline defective mentality. This borderline defective intelligence is not peculiar to runaway children, since it is also the classification placed upon a group of 500 unselected delinquent children charged with heterogeneous types of offenses and studied by the State Mental Hygiene Clinic.

In the recommendations for treatment of the children studied 56 cases, or 61.5% were adjudged to be most benefited by foster home placement. It was recommended that 19 children, or 20.9%, be sent to the Industrial School. Six children, or 6.6% were committed to the colony for the feebleminded and the same number were returned to their parents with recommendation for clinic advice and treatment. This last group indicates again the existence of maladjustment between the children and their home conditions.
These findings confirm our belief that an unhappy home atmosphere, alone or supplemented by other factors, is the primary cause of running away. Miriam Van Waters tells us that security in the home is necessary for the normal development of any child.

"Jealousy, hypocrisy and antagonism between parents may cause in their children mental retardation, physical disease or delinquency—but happily a home atmosphere of freedom and trust is apt to dispel any mental conflict or emotional shock occurring from an outside source."

So we look to the home to prepare the child for a satisfactory adjustment to the life of the group, for here would seem to be the root of future happiness or trouble. Perhaps a more widespread and intense education for parenthood is a factor in the solution of the problem, thereby enabling parents to come to a fuller realization of the fundamental needs of every child and to strive to answer these needs in each developmental phase of the child's life, so that each child, limited only by his individual native capacities, may attain the most nearly adjusted adulthood that is possible for him to do.

* Van Waters, Miriam, Youth in Conflict, p. 13.
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