Illegitimacy in the North Central States: Causes and Remedies

L. Thomas Utterback
Municipal University of Omaha

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ILLEGITIMACY IN THE NORTH CENTRAL STATES:
CAUSES AND REMEDIES

by

L. Thomas Utterback

Submitted in Partial Fulfillment of the
Requirements for the
Degree of Master of Arts
in the
Department of Sociology

Municipal University of Omaha

1935
In my estimation Mr. Utterback fills a long felt need in his thoroughly comprehensive survey on the subject of the "unwed" mother. Facts and data accumulated with great care are set forth in a readable study.

In advocating the introduction of the Social Science studies into the Elementary Grades as a means to eliminating illegitimacy, he may have found a partial solution to the grave moral problem which confronts not only the nation, but the world.

Brigadier Julia Thomas,
Regional Supervisor of Salvation Army Women's Homes and Hospitals.
ACKNOWLEDGEMENT

The author is indebted to Commissioner William A. McIntyre, Brigadier Julia Thomas and Major Blanche Reno, all officials of the Salvation Army with headquarters in the Central Territory. Without their co-operation this survey could not have been completed.

The author also wishes to thank Dr. T. Earl Sullenger, Head of the Department of Sociology, as well as Dr. L. O. Taylor, Assistant Professor of Education of the Municipal University of Omaha for their constructive criticism and suggestions.

Other acknowledgements are:

Major Elsie Day, Des Moines, Iowa
Major Lena Kahle, Detroit, Michigan
Major Violet Williams, Wichita, Kansas
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Adjutant Esther Johnson, Chicago, Illinois
Adjutant Lillie Kittleson, St. Louis, Missouri
Adjutant Isabelle McLeod, Wauwatosa, Wisconsin
Social investigators are coming to regard the question of illegitimacy as a family problem rather than an isolated problem of individual disorganization. Lundberg and Lenroot in "Illegitimacy as a Child Welfare Problem" state:

"Only within comparatively recent times has illegitimacy come to be recognized as a definite social problem. Yet few topics relating to social welfare have as many divergent opinions. In its bearing upon social standards, especially those concerning family relationships, illegitimacy opens up a large field for discussion. It is a matter of prime importance in consideration of social and moral prophylaxis."

The following study on illegitimacy attempts to show the social causes and the remedy of illegitimacy in the North Central States. The material used was selected at random from the files of the various Salvation Army Women's Homes and Hospitals in the North Central States. The case method technique was employed throughout the study. These maternity homes are located at Chicago, Illinois; Des Moines, Iowa; Omaha, Nebraska; Milwaukee, Wisconsin; St. Louis, Missouri; Wichita, Kansas and St. Paul Minnesota.
Part I deals mainly with statistics on illegitimacy, occupation and educational status of unmarried mothers, the relationship of prostitution and illegitimacy, mentality of unmarried mothers and miscellaneous material.

Part II is devoted to the social causes of illegitimacy, both in the continental United States and in the North Central States.

In part III the introduction of the social studies into the elementary grades is suggested as a means of eliminating a certain amount of illegitimacy. During the last decade there has been many contributions to educational theory, mainly in the field of secondary education. The trend at the present time is to consider the curriculum in terms of educational aims and objectives rather than in standardized academic activities. This theory is now reaching down into the elementary systems.
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PART I

STATISTICS ON ILLGITILACY
CHAPTER I

STATISTICS ON ILLEGITIMACY

STATISTICS ON ILLEGITIMACY IN THE UNITED STATES:

On the basis of illegitimacy figures for sixteen states, Lundberg and Lenroot estimate that about 22,400 illegitimate white births occur annually in the United States. In 1930, there were 2,046,136 births in the registration area of the United States of which 66,991 were illegitimate. The Salvation Army Women's Homes and Hospitals throughout the nation care for 8,000 unmarried mothers every year. Twenty-five hundred unmarried mothers are cared for annually by the Central Territory of the Salvation Army Women's Homes and Hospitals (composed of the North Central States).

The purpose of birth registration in this country include mainly the collection of vital statistics, the safe-guarding of the health of infants, the establishment of parentage for support and inheritance, the proof of age for the proper enforcement of education and child labor laws and more recently the determination of age in connection with military service. Registration as an aid in

the prevention of infant mortality and as an infant welfare measure is of even greater importance for children born out of wedlock than for others. Often too, the legal rights of a child of illegitimate birth may depend on registration as much as do the rights of a child of legitimate birth, and there is as great a need for accurate proof of age for purposes of protection against premature work and for assuring the child's education. The birth registration law requires that the birth certificate shall state: "whether legitimate or illegitimate," "full name of father" and "maiden name of mother." The registration laws or regulations of twenty states contain these provisions: Alabama, Arizona, Colorado, Florida, Iowa, Idaho, Kentucky, Louisiana, Michigan, Montana, Nebraska, North Dakota, Oklahoma, Pennsylvania, Texas, Utah, Vermont, Washington, Wisconsin and Wyoming. 2

Only sixteen states and twenty of the sixty-two cities having a population of 100,000 or over are able to give accurate statistics as to illegitimacy. The other states and cities having no registration data. Because of this laxness, it is

impossible to compute accurate statistics for the entire United States. The illegitimate birth rate for twenty cities of over 100,000 is shown in Table I on page 4.

In 1929 there was an increase in illegitimacy rates over 1928 and 1927. The rate per 1,000 being 31.9‰ in 1929; in 1928 being 30.9‰ and in 1927 being 28‰. Kansas City's high illegitimate rate is perhaps due to the large number of commercialized "baby farms" and maternity homes which cater to the unmarried mothers. This type of private maternity home services the unmarried mother for a pre-determined fee. The placement of illegitimate children in foster homes has become a commercialized "racket." No investigation of the foster family is made and no records are kept for official future reference.
### TABLE I

**NUMBER AND PERCENTAGE OF ILLEGITIMATE BIRTHS IN TWENTY CITIES OF THE UNITED STATES HAVING MORE THAN 100,000 POPULATION**

<table>
<thead>
<tr>
<th>CITY</th>
<th>Live Births in 1915</th>
<th>Live Births in 1930</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Cent Reported as Illegitimate</td>
<td>Per Cent Reported as Illegitimate</td>
</tr>
<tr>
<td>Baltimore</td>
<td>3.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Boston</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Buffalo</td>
<td>2.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>3.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Cleveland</td>
<td>2.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Denver</td>
<td>2.8</td>
<td>5.6</td>
</tr>
<tr>
<td>Detroit</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Grand Rapids</td>
<td>3.7</td>
<td>5.0</td>
</tr>
<tr>
<td>Kansas City</td>
<td>6.1</td>
<td>9.3</td>
</tr>
<tr>
<td>Milwaukee</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>4.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Newark</td>
<td>1.4</td>
<td>1.7</td>
</tr>
<tr>
<td>New York</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>2.7</td>
<td>3.3</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>3.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Providence</td>
<td>2.1</td>
<td>2.0</td>
</tr>
<tr>
<td>St. Louis</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>St. Paul</td>
<td>5.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Toledo</td>
<td>2.6</td>
<td>2.1</td>
</tr>
<tr>
<td>Washington</td>
<td>2.3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

---

CHAPTER II

RELATIONSHIP OF EDUCATIONAL LEGISLATIVE INFLUENCE IN THE NORTH CENTRAL STATES IN COMPARISON WITH THAT OF THE CONTINENTAL UNITED STATES, ALSO THE COMPARISON OF THE EDUCATION OF THE UNMARRIED MOTHERS, PARENTS OF UNMARRIED MOTHERS AND ALLEGED FATHERS OF ILLEGITIMATE CHILDREN

EDUCATIONAL LEGISLATIVE INFLUENCE IN THE CONTINENTAL UNITED STATES:

The principle that education is a function of the state is well settled in legal theory and administration practice. Considering education as a state function and responsibility, the source of authority, control and administration will be found in state constitutions. In the enactment of laws regulating and controlling, the legislature has complete power. Having this power, the various state legislatures have developed divergent public school systems in practically all of the states. The school laws enacted by this governing body being subject to local needs and requirements.

Each year a large amount of proposed educational legislation is presented at each legislative session. A large portion of the subject matter submitted for approval is not desirable. Members of these legislative bodies, unfamiliar with school administration are unable to intelligently pass judgement as to the enactment or the discarding of the material. These
members lack adequate knowledge of the particular locality seeking aid. Opportunity is thus afforded for the enactment of laws sponsored by interested groups. A condition of "log rolling" is often the result.

For this reason twenty-three states have included in their constitutions, provisions to the effect that special or local laws are not to be applicable. Twenty-one states have constitutional provisions to the effect that special or local laws providing for the management of public schools are not to be enacted. It is significant that this prohibition is to be found for the most part in the states of the central and western sections of the United States. Seventeen state constitutions prohibited the granting of special privileges, immunities or franchises to corporations, associations or individuals. By this means, individual and group exploitation is prevented. Eight states contain provisions in their constitutions to the effect that general laws are required to have a uniform operation. Of the forty-eight states only ten have not incorporated in their constitutions, limitations upon such legislation; this testifies to the fact that special laws are regarded as open to fundamental
objection.\textsuperscript{5} Much of the necessity for special legislation may be removed by the delegating of authority to administrative bodies and officials in the adjustment and regulating of matters which in the past have been handled by the legislature. Through grants of power to State Departments of Education and to State Superintendents of Public Instruction, these legislatures have in recent years relieved themselves of much of the burdens of regulating school affairs.

The growth in size and importance of the functioning of the State Department of Education has been pointed out in the recent study by H. E. Shrammel.\textsuperscript{6}

State Boards of Education increased from twenty-nine in 1890 to forty-one in 1925. The increased importance and complexity of the work of these state departments has lead to a greater delegation of authority to such bodies and to the chief executive officials of the state.

Each of the forty-eight states has its own distinct system of education. The Federal Govern-

\textsuperscript{5} Alexander S. Uhlman, Special Legislation Affecting Public Schools, Table 7, p. 114.
\textsuperscript{6} H. E. Shrammel, Organization of State Department of Education, Ohio State University, 1925.
ment assumes no control over the public schools, except with reference to special Federal appropriations for specified purposes, such as the Smith-Hughes Act for assisting vocational education and the Smith-Lever Act for assistance to agricultural extension education.

The duty of the state legislature is to (1) formulate a constructive policy for educational opportunities for all children of the state, (2) to provide such administrative machinery to carry out this policy, (3) to make such changes in the legislature that educational progress might require, (4) to secure equality of education by equitable adjustment of tax burdens with the state and (5) to set up minimum standards which all school systems must meet, and to provide for sources of support as will enable all communities to maintain schools satisfying established standards. 7

SCHOOL ATTENDANCE AND COMPULSORY EDUCATIONAL LAWS IN THE CONTINENTAL UNITED STATES:

The effectiveness of compulsory education laws depends upon the machinery set up for the enforcement. Compulsory attendance laws are better enforced in cities than in rural districts. All of the states

specify in their laws the minimum annual attendance required of children coming within range of ages for compulsory attendance. Table II on the following page shows the grouping of minimum time required for compulsory school attendance. The trend is to require children to attend school until the completion of the elementary course. The average number of years of regular school attendance required is 8.65.

**CHILD LABOR LAWS FOR THE CONTINENTAL UNITED STATES:**

In all the states compulsory education laws are reenforced by child labor laws. The purpose of such laws is to protect children against parents who would force their children into gainful employment. Table III (page 10) shows minimum education necessary to secure labor permits. The requirement of little or no education for labor permits and the granting of labor permits at an early age tends to reduce school attendance. Seventeen states require eighth grade education for labor permits, eight states require ability to read and write only and eight other states appear to have no educational requirements. The ages at which permits usually are granted range from 12-16, with 14 the most usual age. The average educational requirement throughout the United States for labor permits is equivalent to the fifth grade.
TABLE II
AGE LIMITS FOR COMPULSORY SCHOOL ATTENDANCE IN THE CONTINENTAL U. S.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of States</th>
<th>Age</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-16</td>
<td>20</td>
<td>6-18</td>
<td>1</td>
</tr>
<tr>
<td>8-16</td>
<td>10</td>
<td>7-13</td>
<td>1</td>
</tr>
<tr>
<td>8-14</td>
<td>4</td>
<td>7-15</td>
<td>1</td>
</tr>
<tr>
<td>7-17</td>
<td>3</td>
<td>7-18</td>
<td>1</td>
</tr>
<tr>
<td>8-18</td>
<td>3</td>
<td>8-17</td>
<td>1</td>
</tr>
<tr>
<td>7-14</td>
<td>2</td>
<td>9-16</td>
<td>1</td>
</tr>
<tr>
<td>6-16</td>
<td>1</td>
<td></td>
<td>Total 49</td>
</tr>
</tbody>
</table>

(Total includes District of Columbia)

TABLE III
MINIMUM EDUCATION REQUIRED FOR LABOR PERMITS IN THE CONTINENTAL U. S.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of States</th>
<th>Age</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-16</td>
<td>25</td>
<td>14-16</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>15-16</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>15-17</td>
<td>1</td>
</tr>
<tr>
<td>14-18</td>
<td>3</td>
<td></td>
<td>Total 49</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td></td>
<td>(Total includes District of Columbia)</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Ibid.
The present trend toward compulsory education is (1) to lengthen period of compulsory education, making it effective at an early age, (2) to require more education for labor permits and (3) to require public relief to indigent children. Compulsory attendance laws have been enacted for the purpose of insuring all the children a minimum amount of schooling during the period of life when such schooling can be most effective.\(^9\)

**COMPULSORY EDUCATION AND CHILD LABOR LAWS IN THE NORTH CENTRAL STATES:**

**Iowa:** Compulsory education is required from the ages 7-16. Ages for labor permits is from 14-16.

For educational relief of children in poverty:

"Any institution maintained for the purpose of caring for, placing out for adoption or otherwise improving the condition of unfortunate children, may receive neglected, dependent or delinquent children voluntarily surrendered to such institution or committed to from the Juvenile Court. All children in such institutions over and under 14 years of age shall be kept in public school during school session, or in some parochial school for a like period. Children who neglected or dependent and not committed as above indicated may be committed or voluntarily received whether in the Soldiers' Orphans' or in the State Juvenile Home, both of which provide education for its inmates."

Minimum education required for labor permits is the completion of the "course of study prescribed for

---

Illinois: Compulsory education is required from the ages of 7-16. The age for labor permits is from 14-16. For educational relief of children in poverty:

"To purchase, at the expense of the district, sufficient number of textbooks used to supply children whose parents are unable to buy them. Such textbooks shall be loaned only."

The minimum education required for labor permits is the completion of the sixth grade.  

Kansas: Compulsory education is required from 7-16 years of age. Age for labor permits is from 14-16. For educational relief of children in poverty:

"When any child under 16 years of age shall be found to be dependent or neglected, the Juvenile Court may commit such child to the care of some suitable institution, or to some reputable citizen of good moral character, or some training school or industrial school, or some association willing to receive it, or in some hospital if child's health requires it."

Minimum education required for labor permits is completion of the elementary school course.

Minnesota: Compulsory education is required from 8-16 years of age. Age for labor permits is from 14-16. For educational relief of children in poverty:

"Every school board of any district shall in-

11. School Laws of 1905, Chapter 190, Section 7.
vestigate or cause to be investigated, all cases reported or coming to its knowledge of any child within its jurisdiction required by law to attend school that it is claimed unable to do so by reason of the fact that the services of such child be required for its support or to assist in the support or care of others legally entitled to its services. When the Board of Education shall report to the County Auditor of the county in which the school district is situated the facts as ascertained by them and that such relief is necessary, thereupon the County Board may, after investigation furnish such relief as will enable the child to attend school during the entire school year."

The minimum education required for labor permits is the completion of the common school course. Missouri: Compulsory education is required from 7-16 years of age. Age for labor permits is from 14-16. For educational relief of children in poverty:

"The following children, whether resident or non-resident, if they are unable to pay tuition shall have the privileges of attending school in any district in the state; orphan children, children bound as apprentices, children with only one parent living, and children whose parents do not contribute to their support. School Boards may purchase necessary books for indigent pupils."

Minimum education required for labor permits, none mentioned. Nebraska: The compulsory education required is from 7-16 years of age. Age for labor permits is from 14-16. For educational relief of children in poverty:

---

poverty:

"A dependent child may be admitted to the Nebraska Home for dependent children, provided that the parent or guardian of such child is unable to pay the cost of its care and maintenance; such cost shall have been met or provided for by the County Board of the county wherein such child resides. An appropriation is made from the general fund of the state for the education in the public schools of the children in the custody of the said State Home. All children under 16 years of age in the custody of the said State Home shall attend school."

The minimum education required for labor permits is the completion of the eighth grade or literary in English plus attendance at evening or part time school.17

Wisconsin: The compulsory education required is from 7-16 years of age. Age for labor permits from 14-16. For educational relief of children in poverty:

"For every person of lawful school age maintained by the county as a public charge, the County Board shall for each year allow to the district in which such person may attend school an amount for each person so attending, equal to the amount expended in that year for each pupil in such district; and in case such person be maintained by town, such town board shall allow a like amount to such district."

Minimum education required for labor permits is the completion of the eighth grade or its equivalent.18

Table IV (page 16) shows the relation of com-

pulsory attendance and child labor laws in the North Central States.

It is quite evident that the child labor laws of the North Central States overlap the compulsory attendance. Upon the completion of the required amount of education, the girl or boy of 15 or 16 years of age, may enter the field of gainful employment with the permission of parent or guardian.

**STATISTICS ON SCHOOL ATTENDANCE:**

In 1919-20 the United States Bureau of Education indicated that there were approximately 7,000,000 of the school population (5-17 inclusive) who were not enrolled in public or private schools. In 1924-25 it was estimated that 8,000,000 children of school age were not enrolled for elementary or secondary education. For the year 1930 there were 16,398,400 children from 7-13 inclusive attending school, or 95.3% of the entire group of children of that age.\(^{19}\) For the school year 1931-32 there were 32,031,549 children of school age, (5-17 inclusive) in the United States. This has been a reduction of 5% of the total number of children of school age not attending school. An approximate reduction of 1,400,000

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\(^{19}\) World Almanac and Book of Facts, 1935, p. 393.
TABLE IV

CHILD LABOR LAWS, COMPULSORY ATTENDANCE AND MINIMUM EDUCATION IN THE NORTH CENTRAL STATES

<table>
<thead>
<tr>
<th>Compulsory attendance</th>
<th>Labor permits</th>
<th>Minimum education required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Number of States</td>
<td>Age</td>
</tr>
<tr>
<td>7-16</td>
<td>6</td>
<td>14-16</td>
</tr>
<tr>
<td>8-16</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

(No requirements mentioned 1)
children of school age not attending school. The strongest factor in promoting school attendance is the recognition by parents the values of education. Compulsory education laws are needed to force indifferent parents and their children to conform to the educational ideals and citizenship standards.

EDUCATION OF THE UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES:

Table V shows that Iowa, Nebraska, Missouri and Wisconsin have the largest number of unmarried mothers possessing a high school and college education.

**TABLE V**

EDUCATION OF THE UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES

<table>
<thead>
<tr>
<th>State</th>
<th>Elementary graduate</th>
<th>High School graduate</th>
<th>College graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>94.8%</td>
<td>2.2%</td>
<td>3%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>89</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Illinois</td>
<td>80</td>
<td>16.8</td>
<td>3.2</td>
</tr>
<tr>
<td>Missouri</td>
<td>64</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>62.7</td>
<td>37.3</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>55</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>50</td>
<td>40</td>
<td>10</td>
</tr>
</tbody>
</table>

If the completion of the five elementary grades acts as a criteria for an average education of the

---

20. Ibid., and Authors Approximation.
school children of the United States, it can be said that 70.8% of the unmarried mothers in the North Central States have received more than an average education; 24.7% having received a high school education and 4.5% a college education. These women have received the fundamentals of education required by law of their respective states. These fundamentals for grade school consist of the traditional three "R's"—reading, 'riting and 'rithmetic. According to the laws of the North Central States, these women are equipped educationally for group participation.

Although these women, having satisfied the legislative educational demands, apparently lacked social and moral training. Training that is inducive to good citizenship. The percentage of illegitimacy decreases with an increase of educational advantages where social teaching is applicable.

This group of women as a whole, having only elementary school education, left school at the age of 16 having not had training for citizenship or the development of social ideals. After a period of two years or more, having been subjected to economic and moral influences detrimental to their moral

development, they have become pregnant. The modal age of this group of women during pregnancy being 18-21 years. The 24.7% composing those of high school graduates, were mainly from consolidated high schools, (75% of the girls were from rural grade and high schools). In these high schools, the predominate ideal being to meet the entrance requirements of the state university and not the teaching of citizenship or vocational education. It is apparent that unless drastic reorganization of the curriculum occurs within the elementary school, little will be offered toward social and moral education.

The new basis of courses of study in primary grades is that what the child is, and the conditions, material and activities most favorable to its development into what it has desired it shall become, shall determine the course of study. The ideal course of study must be so broad and flexible as to meet all individual needs and so planned to fit changing interest and abilities as to give the best opportunities for the development of that child into what is should become.

Between the ages of 12-14 the interest in study
if any, is genuine work interest. This is a time when the child cares more for understanding. During this period the child is susceptible to the principles of citizenship and social studies, which should be introduced into the elementary grades in order to bring about an earlier development of socialization.

EDUCATION OF THE PARENTS OF THE UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES:

Iowa and Wisconsin have produced the largest number of high school graduates among the parents of these girls. Table VI shows that a total of 88.8% of the entire group of parents have not had an elementary school education while 8.2% are elementary school graduates and 3% are high school graduates.

TABLE VI

EDUCATION OF THE PARENTS OF THE UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES

<table>
<thead>
<tr>
<th>Non-graduates</th>
<th>Elementary graduates</th>
<th>High School graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.8%</td>
<td>8.2%</td>
<td>3%</td>
</tr>
<tr>
<td>Kansas</td>
<td>95%</td>
<td>3%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>94</td>
<td>4.3</td>
</tr>
<tr>
<td>Illinois</td>
<td>94</td>
<td>6</td>
</tr>
<tr>
<td>Missouri</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>Nebraska</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Iowa</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>75</td>
<td>12.5</td>
</tr>
</tbody>
</table>
EDUCATION OF THE ALLEGED FATHER OF THE ILLEGITIMATE CHILD:

Iowa, Nebraska and Wisconsin still retain their supremacy in the high percentage of high school and college graduates. A total of 69% of the group have graduated only from an elementary school. This percentage closely resembles the 70.8% of the same group found among the unmarried mothers. Table VII shows the amount of education received by the alleged father of the illegitimate child.

**TABLE VII**

**EDUCATION OF THE ALLEGED FATHER OF ILLEGITIMATE CHILD**

<table>
<thead>
<tr>
<th>State</th>
<th>Elementary Graduate</th>
<th>High School Graduate</th>
<th>College Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>90%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>85%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>Illinois</td>
<td>79%</td>
<td>15.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Missouri</td>
<td>66.7%</td>
<td>30%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>57.5%</td>
<td>35%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Iowa</td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>50%</td>
<td>45%</td>
<td>5%</td>
</tr>
</tbody>
</table>

From Tables V and VI it can be seen that the minimum educational requirements and compulsory attendance laws have given the unmarried mother a better education than received by her parents.
TABLE VIII


<table>
<thead>
<tr>
<th>Education of:</th>
<th>Elementary</th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of the mother</td>
<td>89.1%</td>
<td>.%</td>
<td>.%</td>
</tr>
<tr>
<td>Unmarried mother</td>
<td>70.8</td>
<td>24.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Alleged father</td>
<td>69</td>
<td>25.8</td>
<td>5.2</td>
</tr>
</tbody>
</table>

From Table VIII it may be seen that there is a close relationship between the percentage of the graduates of the elementary school of the alleged father and the unmarried mother. This relationship is also evident among those who have graduated from high school and college.

THE TEACHING STAFF:

In order to teach the social studies to elementary children it is necessary to have thoroughly trained teachers. Individuals who understand the normal child and its mental development. They should be able to create a desire on the part of the students to know more about the way they are going to live and to create a wholesome philosophy of life. Upon these teachers of educational sociology rest the responsibility of building a new moral and social
attitude on the part of elementary students. In order to create this new social order, the teachers must be of the moral character required by their profession.

Among the unmarried mothers studied in this survey, were two rural school teachers, instructors in the elementary grades.

The Teacher from Nebraska: This woman, 29 years of age, had been the recipient of an exceptional pleasant home life. She was a two year graduate of a teacher's college and at the time of confinement was teaching a rural school for the salary of $55.00 per month. This teacher had been institutionalized in the State Insane Asylum for one year, and had also been incarcerated in the Women's Reformatory for a period of two years. The woman admitted that she had practiced prostitution, had been infected with gonorrhea on several occasions and had been promiscuous in sex relationship. Due to this promiscuity she was unable to name the father of her child, it being her second illegitimate birth.

The Teacher from Minnesota: This young woman, 21 years of age, had not received the benefits derived from a normal and satisfying home life. Her
parents were divorced when she was 15 years of age. Her father had remarried, and she was subjected to the conflicts usually occurring between a girl and her step-mother. According to the records available, the young woman had received a high school education and had attended State Normal School for one year. Upon completion of this year at the Normal School she received the teaching position in a rural school. She had complete charge of the eight elementary grades. At the time of pregnancy, she was receiving $30.00 per month. The alleged father being a farm hand of twenty-four. The woman admitted being promiscuous in sex relationship. The Superintendent of the Salvation Army Women's Homes and Hospitals adjudged her as being feeble-minded.

This type of teacher can by no means act as a criteria for the entire profession, teaching in the rural districts. In the authors opinion, they represent a gross miscarriage of justice toward the mental development of their students. Teachers of this type if retained for any period of time (and they usually are) quite definitely affect the lives of their students. There are many similar cases throughout the United States, particularly in the
North Central States composed of the agricultural regions.

The Boards of Education of small municipalities unwittingly lower the standards of the teaching profession by engaging into a type of "competitive bargaining" with prospective teachers. Regardless of educational and moral qualifications, the teacher who prostitutes her profession by offering to work for an unreasonably low salary is the one usually hired.
CHAPTER III

OCCUPATIONAL STATUS OF THE UNMARRIED MOTHER,
THE PARENTS OF THE UNMARRIED MOTHER
AND THE ALLEGED FATHER

GENERAL DIVISIONS OF OCCUPATION:

It is necessary to have division of occupation in order to properly classify the laborers as to their vocational or professional ability:

(1) The mechanical industry and manufacturing (piece work and unskilled labor), domestic and personal service, the "occasional" or common laborers are those individuals having no specified training for acquiring their livelihood.

(2) The agrarian, public servants, (clerk, salesmen and day workers) are classified as semi-skilled laborers.

(3) Mechanics, typesetters, engineers and all individuals adept at an intricate trade are classified as skilled laborers.

(4) Men and women who have an actual investment from which they derive maintenance, or individuals who hire public servants for profits are classified as being in the business field.

(5) The professional division is composed of teachers, doctors, nurses, lawyers, ministers, etc.

OCCUPATIONAL STATUS OF THE PARENTS OF UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES IN COMPARISON TO THE UNITED STATES AS A WHOLE:

During the year 1930, there were 10,471,998 men
and women engaged in agricultural work; 3,755,798 in domestic and personal service; 431,442 classified as public servants; 3,111,836 as doing clerical work and 4,257,684 having a specific trade. The professional worker consisted of 6,790 of the entire group, while the skilled worker composed 22,970 of the group. A combination of the unskilled and semi-skilled workers forms 70.4% of the entire group of men and women laboring in 1930.\textsuperscript{22}

In the study of the occupation of the parents of the women bearing illegitimate children in the North Central States, it was found that the unskilled worker constituted 59% of the entire group of the parents. The semi-skilled laborers, its composition of which was mainly agrarians constituted 33% of the group. The total per cent from both groups being 92%. This percentage is somewhat higher than for the nation as a whole, and is no doubt due to the fact that the problem being studied is concomitant to the lower occupational division. Table IX gives the percentage of the occupational divisions of the parents of the seven North Central States.

\textsuperscript{22} World Almanac and Book of Facts, 1935, p. 314, in conjunction with Authors occupational divisions.
<table>
<thead>
<tr>
<th>State</th>
<th>Unskilled</th>
<th>Semi-skilled</th>
<th>Skilled</th>
<th>Business</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Kansas'</td>
<td>84%</td>
<td>16%</td>
<td>.. %</td>
<td>.. %</td>
<td>.. %</td>
</tr>
<tr>
<td>'Illinois'</td>
<td>61</td>
<td>33.1</td>
<td>5.9</td>
<td>.. %</td>
<td>.. %</td>
</tr>
<tr>
<td>'Minnesota'</td>
<td>55</td>
<td>35</td>
<td>5</td>
<td>..</td>
<td>5</td>
</tr>
<tr>
<td>'Nebraska'</td>
<td>50</td>
<td>30</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>'Missouri'</td>
<td>49</td>
<td>34</td>
<td>10.4</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>'Iowa'</td>
<td>40</td>
<td>45</td>
<td>10</td>
<td>5</td>
<td>..</td>
</tr>
<tr>
<td>'Wisconsin'</td>
<td>40</td>
<td>40</td>
<td>15</td>
<td>3.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Kansas: Kansas is essentially an agricultural state although natural mineral wealth adds heavily to the production. Coal deposits underly more than 15,000 square miles and output of this natural resource amounted to 1,590,000 net tons in 1933. The petroleum output for the same year being 41,942,000 pounds. Natural gasoline production was 22,900,000 gallons. Kansas also ranks high in salt production. The state produced 681,178 short tons which was valued at $2,876,239.

The leading industry of Kansas is slaughtering and meat packing with twenty-nine establishments, having a combined output of $249,465,685.\textsuperscript{23} The high percentage of the unskilled laborers in Kansas of the group studied, was due to the type of labor required in the coal and salt fields. The community in the mining regions were of low moral and poor educational training. There was no type of educational program, churches were few and these were poorly kept and barely supported. The entire atmosphere was one of suppression and tended to destroy all family values and ideals.

The development of the natural resources of

\textsuperscript{23} Ibid., p. 544.
Kansas has drawn many men and women from agricultural work. This may be noticed in Table IX in comparison with the other six agricultural states. Of the group studied in the Kansas division, 84% were unskilled laborers and were composed mainly of miners, domestics and "occasional laborers." Sixteen per cent were classified as semi-skilled and on a whole were engaged in farming. There were none of the parents classified in the skilled, business or professional divisions.

Illinois: The state of Illinois is intensely industrial and agricultural. It is foremost in water and rail transportation. Leading industries of Illinois are the steel mills and blast furnaces, foundries, machine shops, automobile plants and railroad construction. The state ranks fourth in the number of industrial wage earners in 1931. Bituminous coal underlies more than half the area of the state. Coal mined in 1933 amounted to 36,111,000 net tons. The petroleum output for the same year being 4,227,000 pounds.

The study of the parents for this state shows the effects of industrialism far more than the influence of the mining regions. This differs from the
state of Kansas. The lack of industrialism on a large scale in Kansas, probably accounts for the predominance of the effects of the mining regions on the parents.24

The 61% of the parents classified as unskilled were workers in manufacturing and mechanical industries, a small minority being dock hands. The 33.1% of semi-skilled workers were mainly farmers. The 5.9% of skilled laborers were skilled mechanics working in automobile plants. The 91.4% of the parents combining the unskilled and semi-skilled had no permanent or definite income. There was a decided amount of seasonal employment on the part of the industrial workers. Forty per cent of the group were dependent on relief agencies at some time during the year.

**Minnesota:** Minnesota is an agriculturally rich state. Flour and grain mills have been one of the leading industries. There are also immense deposits of ore, high grade Bessemar prevailing which supplies the steel industries of Chicago. The census of 1930 revealed that 185,201 farms containing 30,919,356 acres with land and buildings

24. Ibid., p. 542.
valued at $2,130,310,937. Twenty-five years ago, Minnesota ranked third in lumber output but has since fallen to eleventh place. The lumber cut in 1931 was 94,968,121 board feet. 25

Of the 55% who were classified in the unskilled division, the predominating type was the "occasional laborer," the individual who, as a rule is always out of work. The common laborer who is willing to do anything. The 35% classified as semi-skilled were farmers, the majority of whom moved yearly from farm to farm. The 5% of skilled workers consisted of mechanics.

Nebraska: Agriculture is the ranking industry of Nebraska. The live stock industry is second in importance. Cattle in 1934 numbered 3,460,000; swine 4,307,000. Omaha has the worlds second largest stockyard. In 1929, the meat packing plants of which there are fifteen, had a combined output valued at $208,994,800. The 88 dairies had an evaluation of $47,873,628 placed on their products. The 96 flour mills throughout the state valued their production at $29,579,918. Nebraska is not rich in mineral wealth. Omaha possesses one of the largest

25. Ibid., p. 548.
railroad terminals in the United States. 26

Forty-eight per cent of the parents were unskilled as to an occupation, 32% were semi-skilled, 10% skilled, 5% engaged in business and 5% in a profession. Of the 41% within the unskilled division the trend remains the same. The common laborer is predominant. Thirty-two per cent were semi-skilled and were mainly farmers. The 10% of skilled workers were engaged in railway transportation, 5% in business and 5% in a profession. Nebraska is not an industrial state which may explain the decrease in the unskilled division.

Missouri: Economically it partakes of the north and south. The state is strongly agricultural and industrial. The values of the crops, live stock and live stock products marketed in 1933 were $182,054,000. The manufacturing of boots and shoes has become the outstanding industry. 27

Forty-seven and six-tenths per cent of the parents studied in this survey were engaged in unskilled labor, mainly in the industrial field. Thirty-four per cent were to be found in the semi-skilled division. The 10.4% of skilled workers were

27. Ibid., p. 548.
employed in the industrial plants. Three and three-tenths per cent were in the field of business and 3.3% were professionals.

**Wisconsin**: Wisconsin is a strong agricultural state. Cattle in 1934 numbered 3,030,000. Wisconsin was in 1929 the leading state in the combined value of butter, cheese and condensed milk industries. Wisconsin has the most creameries of any state, refines much beet sugar and possesses many fisheries.

Forty per cent of the parents were unskilled laborers of the common labor type. Forty per cent were semi-skilled and 15% were skilled. The lack of industrialism is quite apparent and probably causes a higher rate of agrarianism. Fifteen per cent were skilled workers possessing a definite trade.28

**Iowa**: Iowa is essentially a farming state, with practically no industrialism. The land area of the state is 35,575,000 acres of which 34,019,332 acres are contained 214,928 farms. The leading industry is meat packing with 24 establishments having an output valued at $244,725,770 in 1929.29

28. Ibid., p. 562.
29. Ibid., p. 544.
Iowa with 40% of the parents studied, has the lowest percentage of unskilled laborers, while the 45% in the semi-skilled indicates a greater number of the parents in agricultural work. The 10% skilled workers had definite trades. Five percent of the parents were established in business.

It is evident that the type of industry, natural resources, manufacturing and agriculture found in the North Central States has a definite influence on occupational status.

ECONOMIC INSECURITY OF PARENTS OF UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES:

An approximate 75% of the heads of families studied (either male or female) will at some time during the year be unemployed. These parents will then be forced to apply at local relief agencies for aid. The United States Bureau of Labor in a study of 25,000 families showed that 49.81% of the heads of families were idle a portion of the year. The percentage in this study is higher as it is much more selective in its material.

Under the circumstances, the mother usually seeks employment. If she is not successful, the

30. U. S. Labor Bureau, No. 64, p. 12.
children may be forced into seeking and accepting any type of employment available. The family structure generally becomes unadjusted and finally maladjusted.

Of the parents studied 92% were economically insecure, (not necessarily unemployed). The common laborer, the agrarian, the industrial worker, domestic and personal services constitutes the occupations upon which this 92% depends for subsistence. As previously mentioned these workers are subject to seasonal unemployment. From this unemployment arises the economical problem which is a factor of family instability. The heads of the families being unable to meet the demands that are required of them, face a bleak future of a struggle for existence. Due to their inability to face economic insecurity, which has continued for several years, 5.3% of the heads of families studied have deserted their family leaving their wives and children to shift for themselves. The broken home is thus established. The combination of economic insecurity and the broken homes, rather definitely curtails the education of the children in the family.
In 1910, the average income of families under $1000 was estimated at 69.4% and those having an income of less than $2000 at 94.86%. An estimate showed that 38.92% of the total income group in the United States is less than $700 per year. The National Bureau of Economic Research, covering the decade of 1909-19 shows that the average earnings of laborers in industry and mining was not sufficient to normally support a family of five. The same bureau estimated that 96% of all individuals working in 1910 had an income less than $2000.

In 1927, King estimates that the average earnings of wage earners, taking account of unemployment, was $1205 in current dollars, having an actual purchasing power of $705.32

Stuart Chase shows that 41,000,000 workers out of 45,000,000 employed persons made no income report because their incomes averaged $1500, which means that 90% of workers were exempt from the Federal Income tax because of small incomes. Stuart Chase concluded that less than 1% of American income receivers secured 12% of the entire

national income. 33

The average income for the group of parents in this study was $850 per year, taking into consideration unemployment. It was necessary for these parents to support an average family of five on this paltry yearly income.

HOME-MAKERS GAINFULLY EMPLOYED:

A pertinent fact found in the census statistics of 1930, is that the number of married women 15 years of age or over, gainfully employed is 3,923,516, and increase of 2,003,235 since 1920. In the United States there are 10,623,227 women over 15 years of age who are gainfully employed. The percentage of married women in this group was 11.7% in 1930; 9% in 1920; 10.7% in 1910; 5.6% in 1900 and 4.6% in 1890. The increase in percentage has continued since 1930. Of this same group, 5,307,355 were widowed or divorced. 34 The figures show that the family is no longer the economic unit it was forty years ago.

In the group studied the mothers were forced into gainful occupation due to:

34. Willford I. King, op. cit., p. 228.
(1) Husband unemployed 67.5%
(2) Death of husband 18.7
(3) Divorce 8.5
(4) Deserted by husband 5.3

A total of 32.5% of all the mothers of these girls had been forced into gainful employment in order to support her family.

The mother being forced to work in order to support her family, seriously affected the children of this group. They lacked educational opportunities, their leisure time was not properly used, they lacked the moral training so necessary to children and had practically no parental supervision. The home-makers in the group studied were classified as domestic and personal servants, waitresses, laundresses and scrub women. The median wage for the group being $7.90 per week.

**OCCUPATION OF ALLEGED FATHER:**

Of the group of alleged fathers studied, 64.6% were unskilled workers, mainly common laborers; 22.5% were semi-skilled; 6% were skilled mechanics; 5.3% being professional men and 1.6% in business. The remaining 2% were grade and high school students. An approximate 85% of these men had no definite
income and worked only a portion of the year. This approximate percentage shows a close correlation as to the percentage approximated of the parents having no definite income, (92%). Table X (page 41) shows the occupational status of the alleged fathers.

**OCCUPATION OF MOTHERS OF ILLEGITIMATE CHILDREN:**

In 1930 there were 5,978,497 female workers employed in the manufacturing and mechanical industries and domestic and personal service. This number constitutes 55% of all women ten years of age or over who have had no specific training for a financially assured future.

Of the women studied in this survey, 67.2% had no vocational training. Eighteen per cent of the entire group living at home being unemployed. Those employed depended upon domestic service, restaurant and industry for their livelihood. None of the women were semi-skilled. Five and five-tenths per cent were engaged in business and 5.7% were school teachers or nurses, while 6.8% were grade and high school students. Only 18% of the girls studied in this survey were living at home with both parents. The balance were attempting to
### TABLE X
**OCCUPATIONAL STATUS OF ALLEGED FATHERS**

<table>
<thead>
<tr>
<th>State</th>
<th>Unskilled</th>
<th>Semi-skilled</th>
<th>Skilled</th>
<th>Business</th>
<th>Professional</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri</td>
<td>84%</td>
<td>.</td>
<td>6.3%</td>
<td>6.4%</td>
<td>3.3%</td>
<td>.%</td>
</tr>
<tr>
<td>Kansas</td>
<td>70</td>
<td>10</td>
<td>5</td>
<td>.</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Iowa</td>
<td>69.5</td>
<td>20.5</td>
<td>5</td>
<td>.</td>
<td>5</td>
<td>.%</td>
</tr>
<tr>
<td>Illinois</td>
<td>65.9</td>
<td>25.9</td>
<td>4.1</td>
<td>.</td>
<td>.</td>
<td>4.1</td>
</tr>
<tr>
<td>Minnesota</td>
<td>59.5</td>
<td>33.5</td>
<td>3.5</td>
<td>.</td>
<td>3.5</td>
<td>.%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>53.4</td>
<td>22.5</td>
<td>17.5</td>
<td>5</td>
<td>1.6</td>
<td>.%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>50</td>
<td>45</td>
<td>.</td>
<td>.</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### TABLE XI
**OCCUPATIONAL STATUS OF UNMARRIED MOTHERS**

<table>
<thead>
<tr>
<th>State</th>
<th>Unskilled</th>
<th>Business</th>
<th>Professional</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>96%</td>
<td>3%</td>
<td>1%</td>
<td>.%</td>
</tr>
<tr>
<td>Missouri</td>
<td>95</td>
<td>.</td>
<td>5</td>
<td>.%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>90</td>
<td>5</td>
<td>5</td>
<td>.%</td>
</tr>
<tr>
<td>Illinois</td>
<td>89</td>
<td>5.5</td>
<td>5.5</td>
<td>.%</td>
</tr>
<tr>
<td>Iowa</td>
<td>82.2</td>
<td>7.2</td>
<td>3.4</td>
<td>7.2</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>70</td>
<td>.</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Nebraska</td>
<td>69.5</td>
<td>5.5</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
support themselves or aid their mother in supporting the family. These girls had been forced to accept any type of work available. They had no alternative. The type of employment offered them, lowered the standard of living, group values and ideals.

Ormsbee's study of the young employed girl in Philadelphia showed a mean wage of $9.91 and a medium wage of $9.46. A study of the employed girls in eastern Pennsylvania, showed the average wage to be $7.91. The average wage of the employed girl in this study was $8.50 per week. Table XI shows the occupations of mothers of illegitimate children.

The outstanding types of occupations in this study were:

(1) Domestic and personal service  } Unskilled
(2) Occasional laborer             } Semi-
(3) Agrarian                      } skilled
(4) Public servant

The above four types constituted 89% of all occupations studied. It is quite evident that most of the women bearing illegitimate children have not had financial opportunity for advanced education and

vocational training.

If the unskilled and semi-skilled division of each group studied are combined a correlation is seen:

TABLE XII

COMPARISON OF OCCUPATIONAL STATUS OF ALLEGED FATHER, THE UNMARRIED MOTHER AND PARENTS OF THE UNMARRIED MOTHER

<table>
<thead>
<tr>
<th>Semi-skilled and Unskilled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of girl</td>
<td>92%</td>
</tr>
<tr>
<td>Alleged father</td>
<td>88</td>
</tr>
<tr>
<td>Mother of illegitimate child</td>
<td>87.2</td>
</tr>
</tbody>
</table>

Table XII shows the similarity of the combined semi-skilled and unskilled occupational status of the alleged father, the unmarried mother and the parents of the unmarried mother.
CHAPTER IV

FAMILY BACKGROUND OF UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES

If any family group is to have unity, the individual members constituting the family must adjust themselves to one another. This type of mutual adjustment amounts to social co-ordination. The family under normal conditions, should act as the medium for social ideals, the transmitting of culture and the development of social consciousness. A degree of socialization is also brought about by this type of family. Socialization involves the development of self control on the part of the individual so that he consciously attempts to promote the welfare of his family and of more complex group life. The family should create personal character, moralization and act as a social and economic unit. Table XIII on the following page shows the family structure of homes of the women studied in this survey.

THE UNADJUSTED HOMES:

Much of the family instability as objectively evidence is divorce, separation, death of parents as well as family unadjustment, is traced from
The unadjusted home or disorganized family in this survey may be described to a lack of parental control, all seemingly based on economic insecurity.

### TABLE XIII

**FAMILY STRUCTURE OF THE UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unadjusted homes</td>
<td>38.4%</td>
</tr>
<tr>
<td>Father dead</td>
<td>18.7%</td>
</tr>
<tr>
<td>Mother dead</td>
<td>18.1%</td>
</tr>
<tr>
<td>Normal homes</td>
<td>11%</td>
</tr>
<tr>
<td>Divorce</td>
<td>8.5%</td>
</tr>
<tr>
<td>Desertion</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

### TABLE XIV

**COMPARATIVE CHART OF FAMILY STRUCTURE**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken homes</td>
<td>50.6%</td>
</tr>
<tr>
<td>Father dead</td>
<td></td>
</tr>
<tr>
<td>Mother dead</td>
<td></td>
</tr>
<tr>
<td>Separation</td>
<td></td>
</tr>
<tr>
<td>Unadjusted homes</td>
<td>38.4</td>
</tr>
<tr>
<td>Normal homes</td>
<td>11</td>
</tr>
</tbody>
</table>
The low wages and unemployment has brought about a lack of adjustment between members of families. It was found however, that these unadjusted homes were of good moral character. The parents of these women being industrious and willing to work if any such opportunity were presented. A notable lack of parental control was evident, seemingly due to the parents attempting to adjust to a new social order, influenced by the new era of "rugged individualism." Another serious unadjustment which resulted in the lack of co-ordination, was the parents' inability to understand the adolescent character of their children. Unemployment and the necessity of applying to relief agencies was a strong factor of mental discord.

It should be noted that the 18% of the women unemployed and dependent upon their family, were found solely in this group of unadjusted homes. The grade and high school expectant mother, as well as all others up to 16 years of age were in this group.

DEATH OF PARENTS:

In 18.7% of the homes the father was dead. This forced the mother and the children to seek employment. If the children were unable to find employment
they were left to shift for themselves. In 18.1% of the homes the mother was dead.

**DIVORCE AND DESERTION:**

There has been a gradual decrease in the total number of divorces in the United States. In 1929 there were 201,468 divorces; in 1930 there were 191,591; in 1931 there were 183,664 and in 1932 there were 160,338. During the years 1931-32 there was an increase in the number of divorces granted in proportion to marriages. The percentage per 1000 being 17% and 17.3% for the respective years. The year 1932 has shown the first decrease in the number of divorces in proportion to marriages, the percentage per 1000 being 16.3%. More than 100,000 children are affected by divorce granted annually in this country.36

The number of girls from divorced homes were 8.5%. This particular group of women designated that they were from homes not possessing normal and satisfying backgrounds. These girls were forced to support themselves, as the mother and father had younger children to support. The two causative factors of divorce of their parents

being: (1) incompatibility and (2) neglect to provide. Women from homes where the father had deserted numbered 5.3%. There were none of these women living at home, and all were supporting themselves. Their home life had been unsatisfactory due to economic insecurity and incompatibility on the part of their parents.

It is interesting to note that the women from homes broken by death of parents, divorce or desertion were not living at home; were older than the women remaining with their parents, and that they had left home causing a curtailment of their education from 1-6 years before pregnancy. The one direct result of broken homes in this survey being the fact that these women were forced into gainful employment of doubtful nature at a youthful age; the lack of social culture transmitted by a normal home life and the inability to secure a high school education.

NORMAL HOMES:

Eleven per cent of these women were from the so-called normal home. They had as a group received more education and were engaged in business and professional work or attending school or college.
CHAPTER V

RELATIONSHIP OF PROSTITUTION AND ILLEGITIMACY
IN THE NORTH CENTRAL STATES

EXTENT OF PROSTITUTION IN THE UNITED STATES:

It will be necessary to give a short resume of prostitution in order to show the relationship between prostitution and illegitimacy in the North Central States. Prostitution is a subject almost wholly untouched so far as scientific research is concerned. This so called profession can be traced as far back as the origin of civilization. Today, prostitution is a metropolitan problem. Table XV shows the difference of prostitution in metropolitan centers and the smaller cities throughout the United States.\(^{37}\)

The extent of prostitution cannot be properly estimated. The Federal Department of Justice stated that there were at least 100,000 prostitutes in brothels among the metropolitan centers of the continental United States during the period 1911-13. Another 100,000 were estimated as being "street walkers" engaged in individual activity. Kneeland estimates that the city of New York contained 15,000

\(^{37}\) Ibid., p. 280.
TABLE XV

U. S. GOVERNMENT STUDY OF CRIME AND CRIMINALS
(From a 1934 Bulletin of the U. S. Dept. of Justice)

Groups are divided into specified population

<table>
<thead>
<tr>
<th>Group</th>
<th>Cities</th>
<th>Population</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>20</td>
<td>250,000</td>
<td>14,843,800</td>
</tr>
<tr>
<td>II</td>
<td>23</td>
<td>100,000</td>
<td>3,167,505</td>
</tr>
<tr>
<td>III</td>
<td>50</td>
<td>50,000</td>
<td>3,456,768</td>
</tr>
<tr>
<td>IV</td>
<td>92</td>
<td>25,000</td>
<td>3,250,766</td>
</tr>
<tr>
<td>V</td>
<td>210</td>
<td>10,000</td>
<td>3,304,000</td>
</tr>
<tr>
<td>VI</td>
<td>367</td>
<td>10,000</td>
<td>2,266,140</td>
</tr>
</tbody>
</table>

NUMBER OF PERSONS CHARGED WITH PROSTITUTION AND COMMERCIALIZED VICE

<table>
<thead>
<tr>
<th>Group</th>
<th>Number charged</th>
<th>Rate per 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>25,906</td>
<td>214.9%</td>
</tr>
<tr>
<td>II</td>
<td>3,787</td>
<td>119.6</td>
</tr>
<tr>
<td>III</td>
<td>974</td>
<td>28.2</td>
</tr>
<tr>
<td>IV</td>
<td>737</td>
<td>22.7</td>
</tr>
<tr>
<td>V</td>
<td>391</td>
<td>11.6</td>
</tr>
<tr>
<td>VI</td>
<td>316</td>
<td>13.9</td>
</tr>
</tbody>
</table>
professional prostitutes during the year 1913. The rural section of the nation, due to scattered population, strong public opinion and lack of industrialism is barely affected by prostitution.

MENTALITY OF PROSTITUTES:

In most studies of prostitution the women involved are said to be mentally deficient. The American Social Hygiene Association in the year 1919 estimated that 33% of all prostitutes were feeble-minded. An accurate estimation of the intelligence of prostitutes is practically impossible to obtain. At the present time there is no method or means of conclusively proving that the majority of prostitutes are mentally deficient. The lack of standardized administration of the mental tests and the reluctant attitude on the part of the prostitute to participate in such an examination would prohibit any such experimentation.

CONTROL OF PROSTITUTION IN THE UNITED STATES:

The Injunction and Abatement Act of Iowa in 1909 made it possible for the County or District
Attorney or any citizen to prevent by injunction
the operation of disorderly houses, without
appeal to criminal courts and without the complaint-
ant proving he has suffered damages. 40

Illinois passed the first pandering law which
made procuring girls a misdemeanor. 41 The tin
plate ordinance of Portland, Oregon in 1913, required
any building used as a hotel, boarding house or
saloon to place a sign on the building showing the
name and address of the owner or owners of the
building. 42 The law was later rescinded as it exer-
cised to great a control over private business.

Agencies which are being directed toward the
suppression of prostitution are:

   Salvation Army Women's Homes and Hospitals
   Committee of Fourteen, New York City
   Committee of Fifteen, Chicago, Illinois
   Vice Commission of Syracuse
   Vice Commission of Philadelphia
   Crime Prevention Bureau of New York City
   American Social Hygiene Association

Public opinion has attempted to control the
problem of prostitution but not to eliminate it.

Shortly after 1902, public opinion developed against

40. Iowa's Laws of 1909, Chapter 214.
41. Jane Addams, Efforts to Humanize Justice,
       Survey, 63:275-278, December 1, 1929.
42. Transactions of the 15th International Congress on
       Hygiene and Demography, Volume 14, Part 1, p. 115.
"red light districts." There developed a mild crusade for non-segregation of these districts. The movement was soon discontinued for lack of apparent interest. Statutes have been enacted prohibiting brothels. The enactment of the statutes had little or no bearing on stamping out prostitution. Keepers of brothels were merely taken to court, fined and released. Segregated "red light districts" now flourish in many sections of all our metropolitan centers.

CAUSES OF PROSTITUTION:

In a study of 1000 women, Maude Miner cites the following causes of prostitution:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of procurer</td>
<td>25.6%</td>
</tr>
<tr>
<td>Bad home conditions</td>
<td>21</td>
</tr>
<tr>
<td>Amusement and bad companions</td>
<td>18.7</td>
</tr>
<tr>
<td>Occupational factors</td>
<td>17</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>17</td>
</tr>
</tbody>
</table>

The classification of the causative factors inducive to prostitution which seem to be the most prominent are:

- Amorality
- Previous sex experience and imperiousness to masculine desire
- Illegitimacy
- Economic insecurity

Thomas states:

"Certain delinquents cannot be said to fall because she has never risen, she is not immoral because immorality implies a loss of morality but amoral--one who never had a moral code." 44

Poverty stricken homes, lack of educational and vocational opportunities place these uneducated women where they are subjected and easily influenced by commercialized vice.

Illegitimacy is a forerunner of prostitution. Women who have borne illegitimate children and having received no spiritual nor financial aid are potential prostitutes.

ATTITUDE OF SALVATION ARMY TOWARD PROSTITUTION:

Commissioner Wm. A. McIntyre states:

"There are an even greater number of promiscuous women who do not sell their favors but grants them to whom they like. Their number has grown immensely during the period of so-called "emancipation of women," and the increased freedom between the sexes. So numerous is she in fact, that the professional prostitutes consider her an unfair competitor. As a rule she is sophisticated, intelligent and knows how to take care of herself, but not infrequently she is less intelligent or innocent and unsophisticated, and perhaps in her first mistake gets into trouble. It is largely the latter class which the Salvation Army handles in its Women's Homes and Hospital work.

The Salvation Army Home and Hospital of today, in the United States does not care for the prostitute as was the case in the days of the "red light

44. Wm. I. Thomas, The Unadjusted Girl, p. 98.
districts," when Army Officials paid regular visits to these haunts and became known to the inmates, often induced them to leave the life of shame and come to our homes where they might start life anew. As the need for the unsophisticated and unfortunate girl who found herself an expectant mother became greater, the Army discovered that the two types of persons could not satisfactorily be cared for under the same roof. Both our accommodations and money is so limited that it appeared to be the most practical to deal largely with the unfortunate girl, who has just gone astray, rather than with the hardened and habitual prostitute. At the present, our homes are almost exclusively for the unmarried mother."45

PROSTITUTION AMONG WOMEN STUDIED IN THIS SURVEY:

With only two exceptions, the group of women studied in this survey denied ever having practiced prostitution. In most cases an opportunity was afforded for the verification of their statement. Although illegitimacy and prostitution have similar causative factors, prostitution does not give rise to illegitimacy. Undoubtedly, illegitimacy is a factor of prostitution. The modal age of women bearing illegitimate children is 18-20. The approximate modal age for prostitutes is somewhat higher, being 21-25. A woman having an illegitimate child at 19 due to lack of social and financial rehabilitation may become a prostitute at the age of 21.

45. Wm. A. McIntyre, Prostitution, p. 17.
The two women having practiced prostitution were both rural school teachers and were 21 and 29 years of age. Their average monthly salary being $42.50.
CHAPTER VI
MENTALITY OF UNMARRIED MOTHERS

UNRELIABILITY OF MENTAL TESTS:

The majority of studies on sex delinquencies and illegitimacy indicate that the women in question are composed of a mentally deficient group. There is perhaps reason to believe that the findings in these studies are not scientifically accurate as to the percentage of low mentality as shown by standardized objective mental testing. This inaccurate interpretation of the findings in these mental tests are due to the lack of knowledge of the essentials and fundamental principles underlying the administration of mental testing, which is the standardization of conditions.

This simply means that the conditions under which the test is given to one person must be identically followed in giving the same test to another person. No test should be undertaken by the examiner until he is perfectly familiar with its nature, its purpose and its administration. No test should be taken until the subject is perfectly clear as to what is required of him. To perform any mental test takes time. An hour is a
fair average. Too many times tests are hurriedly given and incorrect interpretation is the result.

The interpretation of tests is most essential and the manner in which the subject goes about it, whether interested, silly or fearful is of as much importance as what she accomplishes on the tests. This fact makes it imperative that the persons performing tests should have a thorough working knowledge of psychological experimentations. Diagnosis should never be attempted unless the heredity, psychological and medical aspects of the case have been carefully considered. In the last analyses, diagnosis should be made by persons possessing a knowledge of these subjects and with some actual clinical experience in psychiatry. Mental tests will reveal only the mental state of the subject at the time of the examination.

Many times a particular test is not fair to the subject. The subject may be doing poorly because of ignorance in the sense of native intelligence, or ignorance in the sense of not thoroughly understanding the directions. Many subjects give an incorrect impression by deliberately doing poorly on psychological tests. Such cases are found among
delinquents who want to be declared subnormal so as to be held irresponsible and thereby escaping punishment. Some individuals are unwilling and do not want to be examined and set out with the intention of not doing their best.

FUNCTION OF MENTAL TESTS:

Intelligence may be termed as a general capacity of an individual to adjust his thinking to new requirements; it is general mentality adjustability to new problems of conditions of life. Mental test do not attempt to measure all phases of mental capacity nor all mental traits. They do not measure a single mental faculty in its entirety. All they attempt to do is to elicit responses and performances that will tabulate certain phases of mental ability. The real function of the mental test is to measure the degree of intellect, which an individual can command at the time of examination.

If intelligence is to be measured by capacity to make a successful adjustment to one's environment, it would seem reasonable to assume that delinquents who are of normal intelligence would adjust more successfully than the low grade group. Yet, the follow-up study of the Sleighton Farm Girls shows
that the low grade group had approximately the same proportion of adjustment as did those of supposedly greater intelligence.\textsuperscript{46}

The recent survey of the Girl's Industrial School at Beloit Kansas, indicates a surprisingly high percentage of girls with normal intelligence. Of a total of 88 girls to whom the tests were given, more than half ranked dull normal, normal or superior. Only 16 or less than 80\% fell within the moron group, while an additional 25 or approximately 28\% were in the "border line" group.\textsuperscript{47}

**INTELLIGENCE OF UNMARRIED MOTHERS IN THE NORTH CENTRAL STATES:**

Of the 90 women submitting to mental tests, 85\% were of normal intelligence, 5\% fell within the superior group and 10\% were classified as being feeble-minded. Taking this group as a whole, it may be said that these women were of normal intelligence.

\textsuperscript{46} Mabel A. Elliott, op. cit., p. 162.
\textsuperscript{47} Ibid., p. 165.
CHAPTER VII
MISCELLANEOUS

AGE OF UNMARRIED MOTHERS:

Mangold in his study of the "Unmarried Mother" found the modal age to be 18-19. Bingham in her study of 500 sex delinquents in Waverly House, found the medium age to be 17 years and three months.

In a study of 465 unmarried mothers in Boston, Parker offers the following age distribution:

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Less than 15 years (13-14)</td>
<td>4</td>
<td>.9</td>
</tr>
<tr>
<td>' 15 &quot;</td>
<td>4</td>
<td>.9</td>
</tr>
<tr>
<td>' 16 &quot;</td>
<td>17</td>
<td>3.6</td>
</tr>
<tr>
<td>' 17 &quot;</td>
<td>29</td>
<td>6.2</td>
</tr>
<tr>
<td>' 18-20 &quot;</td>
<td>135</td>
<td>29</td>
</tr>
<tr>
<td>' 21-24 &quot;</td>
<td>164</td>
<td>35</td>
</tr>
<tr>
<td>' 25-29 &quot;</td>
<td>68</td>
<td>14.6</td>
</tr>
<tr>
<td>' 30-34 &quot;</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>' 35-39 &quot;</td>
<td>12</td>
<td>2.6</td>
</tr>
<tr>
<td>' 40-44 &quot;</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>' 45 or over</td>
<td>1</td>
<td>.2</td>
</tr>
</tbody>
</table>

Parker found the modal age to be 21-24. The following age distribution for the 187 unmarried mothers selected from the North Central States shows

the age range being from 13-45 with the modal age being 18-20 years. The modal age found in this group corresponds to that of Mangold's.

TABLE XVI

AGE DISTRIBUTION

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Less than 15 years</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>9%</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>17</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>18-20</td>
<td>76</td>
<td>40%</td>
</tr>
<tr>
<td>21-24</td>
<td>40</td>
<td>21%</td>
</tr>
<tr>
<td>25-29</td>
<td>21</td>
<td>11%</td>
</tr>
<tr>
<td>30-34</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>35-39</td>
<td>7</td>
<td>1.5%</td>
</tr>
<tr>
<td>45 or over</td>
<td>1</td>
<td>.5%</td>
</tr>
</tbody>
</table>

NATIONALITY OF PARENTS:

The entire group of women were native born with 98.8% of native parentage. It is evident that the problem of assimilation and cultural conflicts is a negligible factor.

PREVIOUS INSTITUTIONALIZATION:

From 80-90% of the women in correctional institutions are committed because of illicit sex behaviour. Only 1% of the group studied had ever been institutionalized. This may indicate ability

on the part of the women studied to adequately keep such sex activity from attracting attention of socially minded groups.

PARENTS KNOWLEDGE OF CONDITION:

The Officials of the Salvation Army Women's Homes and Hospitals desire that the parents know of the pregnancy. If a woman refuses to notify her parents and has a sufficient reason for not doing so, her wish is granted.

RELIGIOUS EDUCATION:

In the adjustment of the adolescent period there is a stage or point of religious conversion. The individual readily acquires religious ideas. Religion furnishes the highest ideals of power and goodness and the social impulse to get into proper relations with individuals and group activity. There is frequently an acceptance of whatever religious creed is taught, without much questioning as to its truth. Religion makes its most powerful appeal to the young woman by its mysterious aspects. There is a tendency to believe and feel without reasoning, the mysterious forces suggested by religious ceremonies. As the individual matures, intellectual
interest is aroused when abstract logical thought has become more prominent. A frequent cause of mental stress at this period of development is a change in religious beliefs brought about by philosophical study. It is therefore a time for developing and harmonizing social, moral philosophy and religious ideals in order that the future life may be consistent and efficient.

It was found that approximately 28% of the women studied (13-17) possessed only the knowledge that there was such a thing as religion. That religious thought was an essential part of their existence was foreign to this 28% of women. These young women were susceptible to religious suggestion but could not definitely determine its nature. These immature women had seemingly received as much religious education as the average girl, their knowledge being normal for individuals of that age.

The women from 18-45 were found to have a definite viewpoint on religious thought. Religion for the most part was an essential part of their activity. In this group of women fall the 11% from normal homes. The entire group possessing this picture of religion approximated 72%. It would be
hazardous to definitely state that these women lacked religious education. The factor of adolescent from 13-18 with its mental unrest is too potent a check to make any such sweeping statement.

**SEXUAL PROMISCUITY:**

It was found that 70% of the women studied were promiscuous in sex relationship. Undoubtedly the percentage is actually higher as some of the women refused to deny or admit such action.

**MARITAL STATUS OF ALLEGED FATHER:**

Married men consisted of 18% and single men 82% of the alleged fathers. All of the married men possessed one or more children. Fifty-one percent of the single men had promised marriage to the women.

**DISTRIBUTION OF WOMEN:**

Seventy-five percent of the women were from towns and municipalities under 2500 population.

**VENEREAL DISEASES:**

Every Salvation Army Women's Home and Hospital in the North Central States with one exception, contains an isolated ward for expectant mothers who are infected with venereal diseases. The Omaha
maternity home does not possess the physical equip­ment and out of necessity refuses to accept such cases. Of the entire group of women studied, only 1% were infected with a venereal disease.

ADOPTION:

The Salvation Army Officials attempt to create a desire on the part of these mothers to keep their children, as they believe this to be the most satisfactory method of rehabilitation. Only 18% of the babies from this group of mothers were placed for adoption.

At the Salvation Army meetings held recently in Memphis during the National Conference in 1928, a formal resolution was passed that in communities where there were already licensed child caring agencies, the Salvation Army would not engage in any child placing.
PART II

SOCIAL CAUSES OF ILLEGITIMACY
CHAPTER I

SOCIAL CAUSES OF ILLEGITIMACY

SOCIAL CAUSES OF ILLEGITIMACY IN THE NORTH CENTRAL STATES:

The author in his study of illegitimacy in the North Central States found that: (1) lack of social ideals due to inadequate formal education; (2) parents ignorance of adolescence and (3) sexual suggestibility were the pertinent causes of illegitimacy. The three favorite and more or less standard causes of all individual disorganization, namely broken homes, demoralizing recreation and bad companions were found to be entirely negligible; economic insecurity proved to be a concomitant phenomena.

Lack of Social Ideals: The development of loyalty to companions and organizations is predominant during adolescence. Societies are formed for the individuals own ends. At this time the child should begin to appreciate the larger social order and general principles of social behaviour as exemplified in standards of moral conduct. During this social development, opposing models of conduct are offered and they are frequently tested by different kinds of behaviour and thought.
Any undesirable conduct is likely to produce no permanent deficiency in character, but generally insures a more intelligent appreciation of moral activity and interpretation. What is needed at this time is a confident faith in the child by some one individual whom he knows and in whom he has confidence.

As the young girl forms ideals and learns the general principles governing social and moral relations, she is forming a system of habits and ideals which will always be carried with her. The unmarried mother in this survey had definite ideals and social attitudes, but these ideals and attitudes were individualistic and conflicted with the group conception of ideals and attitudes. The conflict being instrumental in further individual disorganization. These women had not been taught the principles of group co-ordination or the conformity to group ideals.

The adolescent period of 13-18 years is without doubt the most important in the whole career of the child. During this time of getting definitely settled or oriented, youth can readily mar or make itself a future. There is never a time when the
feelings are so intense and varied. Emotions and sentiments take on a new character. This is especially true of social, moral, religious and intellectual feeling. Social sensitiveness or social consciousness is greatly increased. During this period, children become distinctly moral with a minimum amount of control. The development of social and moral impulses culminates in the development of religious impulses.

The development of self consciousness makes it especially important that the child should be surrounded with sports, games, work, study and congenial association with members of the family. Intellectually there are new interests and generalizations. The individual tries to escape from the bonds of individual limitations. There is also an effort to escape from the dependence upon others, and to secure independent psychial activity.

Parents Ignorance of Adolescence: The parents inability to understand and keep pace with the mental activity of their children created many unnecessary and harmful conflicts. The parents had lost their perception of youth and guaged all mental activity in the realm of adult thought.
The sympathy and encouragement that the youth needs in this stage of their development was lacking. Broken homes and economic insecurity are concomitant with adult ignorance of the adolescent period. Parents by their indifference and perhaps autocratic control have forced these young women to look for outside influence which proved detrimental to their social welfare.

**Sexual Suggestibility:** Sex behaviour may be said to influence human behaviourism so far as to control marriage, family and social development. The normal adjustment of individuals to maturing sex drives creates the normal family and social development. The great problem of adjustment, because of faulty sex education; the adolescent and mature are often ignorant as to the nature of social ideals and values in sex ethics. It may be safely stated that sexual maladjustment is a problem of the adolescent youth. Emma Lundberg in her "Children of Illegitimate Birth and Measures for their Protection," showed that of 4,116 white mothers bearing their first child, and of 1,486 mothers at the time of confinement, 64.8% were under 20 years of age. Ninety-nine
per cent of the women studied in this survey were bearing their first child and of this group of unmarried mothers, 61.4% were under 20 years of age. The post or latter adolescent showed 22.2% of the women.

Hall quotes Ludwig, a leading physiologist of his time as saying, that he thought about nine-tenths of the psychic process of adolescence centered in sex and its function. Whether this be exaggerated or not the statement in the main is true. The predominant characteristic of the adolescent period is an awakening of sex feeling and sex curiosity. As Hall states:

"The question of sex is all pervading. Hitherto we have closed our eyes. We must no longer delude ourselves--children at puberty have sex drives which we must take up."

Although the sex activity of the child has of recent years been faced more openly and discussed more broadly, it remains a subject still regarded as to delicate to even talk about. Yet the awakening sex drives is a normal, natural and necessary phenomena concomitant with group social ideals. If a child had no adolescence it would not have that powerful sex instinct--which often runs riot and defies every obstacle and consequences--the human
family would cease to exist. Adolescence with its individual sex diversities, extends from as low as nine years to as high as twenty-four, centering at about thirteen to eighteen years. It is during this period of adolescence that the young woman with some training in moral values and group social ideals is able to make the necessary adjustments, to sublimate the sex drives and to resist the sex attitudes on the part of male companions. Non-adjustment leads to sex experience and promiscuity. Promiscious sex activity was dominant in 70% of the unmarried mothers studied in this survey. It is quite possible that most of the remaining 30% had been promiscious but were unwilling to admit it. These women were of two types:

(1) The young girl, (13-18) having no knowledge of sex becomes pregnant shortly after the development of sex drives. The alleged father being single, youthful and having promised marriage.

(2) The older girl, (18-24) who has controlled her sex drives until the latter period of adolescence. The 18% of alleged fathers possessing families of their own, were found to be fathers of the illegitimate children of these women. The balance of alleged fathers being single men of elderly age.
CAUSES OF ILLEGITIMACY AS FOUND BY SOCIAL INVESTIGATORS:

Investigators in the field of illegitimacy have found a variety of causes, both personal and social as to illegitimacy. Kammerer lists the causes for illegitimacy as follows:

1. No home protection
2. Evil companions
3. Viscious neighborhood conditions
4. Bad employment conditions
5. Demoralizing recreation
6. Educational disadvantages
7. Bad home conditions
8. Early sex experience
9. Sexual suggestibility
10. Mentally abnormal

The demoralized or disorganized family was most prominent in the causation of illegitimacy, consisting of seventy per cent of the causes studied in his "The Unmarried Mother." Mangold in his "Children Born Out of Wedlock," states that "ignorance and low ideals" is the chief cause of illegitimacy in the United States.

Mabel A. Elliott in her study of the Sleighton Farm Girls shows that the following are indices of

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52. Percy C. Kammerer, The Unmarried Mother, A Study of 500 Cases.
illegitimacy:  

1. Broken homes  
2. Immoral parents  
3. Economic insecurity  
4. High percentage of girls industrially employed  
5. Limited mental capacity  
6. Educationally handicapped  

According to Commissioner McIntyre, the causes of illegitimacy of approximately 8,000 women were as follows:  

1. Bad companions  
2. Promise of marriage  
3. Automobiles  
4. Bad environment  
5. Dancing  
6. Ignorance  

Quoting the Commissioner:  

"Among the factors leading to the downfall of the girl, the direct result of lack of training is apparent. Often the home is not a religious home, or the home is broken up by death or divorce or even by quarrelsomeness, although the parents continue to live under the same roof, the atmosphere is so unwholesome as to render the same effect or even worse than a broken home. Another reason for illegitimacy is too much liberty given boys and girls in the irresponsible susceptible period of life. Fathers have even been known to give money to adolescent boys and advise a visit to some parlor-house as a means of sex-education."

Brigadier Julia Thomas, Women's Social Service

54. Mabel A. Elliott, Correctional Education and the Delinquent Girl.  
55. Wm. A. McIntyre, op. cit., p. 18.
Secretary for the Salvation Army Central Territories, offers the following as causative factors of illegitimacy:

1. Lack of religious training
2. Lack of sex education
3. Lack of moral standards
4. Lack of parental care and training
5. Broken homes
6. Too much freedom
PART III

INTRODUCTION OF SOCIAL SCIENCE STUDIES IN ELEMENTARY GRADES AS A MEANS OF ELIMINATING ILLEGITIMACY
CHAPTER I

SUGGESTED REMEDIES AS A MEANS FOR PREVENTING ILLEGITIMACY

REMEDIES FOR ILLEGITIMACY AS SUGGESTED BY SOCIAL INVESTIGATORS:

Mangold suggests a means of preventing illegitimacy by controlling and segregating the mentally and morally unfit and by sterilization.\(^{56}\)

Willystine Goodsell states that the schools have their part to play by discovering feeble-minded children of the lower levels and make possible their segregation after puberty. Goodsell further states that it is necessary to eliminate the course of the evil, namely poverty, ignorance, bad housing and a degraded home life. There should also be a comprehensive plan for recreation under public supervision.\(^{57}\)

REMEDIES FOR ILLEGITIMACY IN THE NORTH CENTRAL STATES: RISE OF MOVEMENT TO ISOLATE PARTICULARIZED EDUCATIONAL OBJECTIVES:

If the statistics and conclusions compiled in the study of illegitimacy in the North Central States can be regarded as scientific and unbiased,

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the remedies previously suggested are not applicable to illegitimacy. The women studied in this survey were of normal intelligence, they were not ignorant, their family life was not degrading, there was no evidence of unwholesome recreation and all had received at least an average education. If poverty, bad housing and a degraded home life are social causes of illegitimacy, an approximate 14,000,000 white families out of a total 21,000,000 would contain offsprings bearing illegitimate children, a total of 70%. In reality it is only .032%.

The only pragmatic and workable remedy for illegitimacy is to be found in reorganizing the elementary schools in order to give these children a thorough social education—the children of today should be trained for the future, not for the present.

"Within the past four or five years, much has been said about the reconstruction of school curricula on the basis of a consideration of the objectives of education. A movement for the systematic isolation of these objectives as a groundwork for such curricular reconstruction is now getting well under way and gives promise of assuming the center of the stage in our pedagogical arena during the next ten years; as standardized tests and measurements have done during the past decade, adjustment of teaching to individual differences during the preceding decade. At any rate, the procedure has
consisted in taking subject matter first and then afterwards trying to find functions for it. The method now proposed is the reverse; that one should first find out by a sociological study what are the specific ends that education must serve and then untrammeled by tradition cast about for the subject matter and the methods that will enable him best to meet these ends.\textsuperscript{58}

There are many educators of today who do not accept the feasibility of such proposed method of curriculum making. They believe that if teachers will merely transmit culture to students, that the students and the future will care for themselves.

"They feel that to ask why each item should be taught or each method used, will inevitable make for artificiality and will court disaster. They want devotion to pure scholarship and to high ideals on the part of teachers, and spontaneity on the part of pupils without the crassness involved in asking what it is all for. They are confident that if these attitudes obtain, the delicate flower of learning will come naturally to its richest florescence. We believe that teachers who do not analyze their aims and govern their practices by definite objectives are "blind" leading the blind."\textsuperscript{59}

During the past decade, beginning with the propagandist work of Suzzallo and Snedden, and with the researches of the N. E. A. Committee on Minimum Essentials in the Course of Studies, we have had a number of vigorous attempts to isolate such particularized objectives.

\textsuperscript{58} Charles C. Peters, \textit{Foundation of Educational Sociology}, p. 315.
\textsuperscript{59} Ibid., p. 316
Professor Bobbitts' book, "The Curriculum" urges particularization of objectives as a basis of curriculum construction.

**PRESENT OBJECTIVES OF EDUCATION:**

Professor Snedden has four distinct objectives of education:

1. Cultural
2. Vocational
3. Social
4. Physical

The N. E. A. Commission on Reorganization of Secondary Education, in its "Cardinal Principles of Secondary Education" set forth the following objectives:

1. Health
2. Command of fundamental processes
3. Worthy home membership
4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character

Charles C. Peters offers a conventional six-fold division of objectives:

1. Vocational efficiency
2. Cultural "
3. Social - Civic "
4. Moral "
5. Domestic "
6. Health "

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The offerings of any school should be determined by the needs of life. An educational system should measure utility in terms of satisfying accomplishments for the child and at the same time prepare for satisfying adult life. In reorganizing a curriculum we must bear in mind the educational objectives and make a place for; (1) the activities needed for meeting the needs of the child's activity and (2) preparing the child for problems of later life.

The present standardized elementary system has as its function the teaching of the fundamentals of education. This includes addition, multiplication, simple fractions; a minimum of selected historical and geographical background; ability to read and write and the use of good English. With the exception of teaching the fundamentals, the present elementary system does not prepare the child for a normal adult life, nor does it meet the needs of the child's present activities.

Although it has been conclusively shown that the child of average intelligence is capable of mastering the fundamentals in six years, school administrators have been hesitant in introducing
the other educational objectives.

INTRODUCING OF THE SOCIAL SCIENCE INTO THE ELEMENTARY GRADES AS A METHOD OF SECURING THE EDUCATIONAL OBJECTIVES:

The Denver School System, through the efforts of the former Deputy Superintendent, Homer W. Anderson, now Superintendent of the Omaha School System, introduced a new type curriculum. The program is continuous and no course of study is final. A. L. Trelkeld, Superintendent of Denver Schools states:

"Continuous study points the way to further improvement and any forward looking school program must be based upon this principle. To say that the last word has been spoken about what should be taught and how it should be taught is to admit the beginning of a period of decadence. As soon as a Denver Course of Study is put into the classroom, it is subjected to all the constructive criticism which those working with it are able to bear upon it."

"Social Science--the science of getting along with people--is coming to be recognized as an essential part of every child's education. On our ability to get along with other people at work and at play, rest the very foundation of the structure essential to advancing civilization.

The Social Science studies include that body of subject matter which treats of the present acts of men, their background and their outlook; they deal with man's relation to his environment and his relationships as they have been controlled by the growth of community consciousness.

The fundamental purpose of the social studies

should be to develop in each individual the knowledges, interests, ideals and habits whereby he will be able to think, feel and act intelligently, sympathetically and loyally in all groups of which he is a member.

The Social Science course is what may be called a general social studies course. Instead of having separate units of geography, history and civics, these are interwoven.

The course is built on a flexible two-track plan. This plan has been made to meet the needs of children of limited ability. In grade VII there is one course for groups of limited ability and one for groups of average and superior ability. In grade VIII there is one course for groups of limited and average ability and one for groups of superior ability. In grade IX there is a flexible one-track plan. (This curriculum was built to meet the needs of grades VII, VIII and IX of the Junior High School, as well as grades III, IV, V and VI of the elementary school.)

GENERAL OBJECTIVES OF THE SOCIAL SCIENCE COURSE OF STUDY:

The Social Science course is planned to help the pupil attain the following objectives:

1. To understand his social, economic and industrial contacts with the environment.

63. The Nation at Work on the Public School Curriculum, p. 523, Fourth Yearbook of the Department of Superintendency.
(2) To acquire a background of economic conditions of the world.

(3) To acquire an appreciation for the social and civic ideals of the American people and a sense of responsibility in upholding these ideals.

(4) To acquire a sympathetic understanding of the problems of the other peoples of the world.

SEX EDUCATION:

A well planned program of sex instruction in connection with regular school activities and with the cooperation of the parents is essential in every elementary school system. Much can be done by teachers in their routine school work, in the instruction of sex hygiene and the phenomena of birth. Especially is such instruction vital as children approach puberty. After puberty, knowledge concerning venereal infection is most desirable. Fortunately there is a movement through educational circles to systematize this type of work. Teachers with scientific training and possessing sympathetic understanding of the problems of adolescence are necessary for this type of instruction. An understanding on the part of adolescent children of the proper sex functions will bring about an appreciation of personal and social life.
REORGANIZATION OF THE CURRICULUM:

The purpose of a school should be determined by the needs of life. If this statement be true, the curriculum of the elementary school should be reorganized to the extent that the composite course in social science involves a study of the social institutions as a more satisfactory basis for the general education of children, than isolated subject matter. This type of curriculum will reach and benefit the great number of children who do not enter high school and therefore, do not receive social science training.
CONCLUSIONS
CONCLUSIONS

1. The average number of years of regular school attendance required in the Continental United States is 8.65.

2. The average educational requirement throughout the Continental United States for labor permits is equivalent to the 5th grade.

3. Compulsory attendance in six of the North Central States is from 7-16 and in one state from 8-16 years.

4. Seven North Central States require the ages from 14-16 for labor permits.

5. Five of the North Central States require the completion of the 8th grade as the minimum education; one requires the completion of the 6th grade and one state, Missouri, has no educational requirement.

6. The completion of the 5 elementary grades acts as criteria for an average education of the school children of the United States.

7. The completion of the 8 elementary grades acts as criteria for an average education of the unmarried mothers in the North Central States.

8. Seventy and eight-tenths per cent of the unmarried mothers were elementary school graduates. Twenty-four and seven-tenths per cent were high school graduates. Four and five-tenths per cent were college graduates.

9. Sixty-nine per cent of the alleged fathers were elementary school graduates. Twenty-five and eight-tenths per cent were high school graduates. Five and two-tenths per cent were college graduates.

10. Eighty-eight and eight-tenths percent of the parents of the unmarried mothers had received no elementary school training.
CONCLUSIONS

11. The unmarried mothers had received a much better education than their parents.

12. There is a close relationship between the percentage of the graduates of the elementary school of the alleged father and the unmarried mother.

13. Fifty-four and one-tenths per cent of the parents of the unmarried mothers were unskilled laborers. Thirty-three and three-tenths per cent were semi-skilled. Eight and one-tenths per cent were skilled laborers and four and five tenths per cent were engaged in business and professional work.

14. An approximate 75% of the parents of the unmarried mothers will at some time of the year be unemployed.

15. Ninety-two per cent of the parents of the unmarried mothers were economically insecure, (not necessarily unemployed).

16. The approximate medium income for the group of parents in this study was $850 per year. It was necessary for these parents to support an average family of five on this yearly income.

17. Mothers of the women studied were forced into gainful occupation due to: (1) death of husband--18.7%; (2) deserted by husband--5.3%; (3) husband unemployed--67.5% and (4) divorce 8.5%.

18. The median wages for the home-makers gainfully employed were $7.90 per week.

19. Of the alleged fathers, 64.6% were unskilled laborers; 22.5% were semi-skilled; 6% were skilled laborers and 4.9% were engaged in business and professional work while 2% were students. An approximate 85% of these men had no definite income.
CONCLUSIONS

20. Of the unmarried mothers, 84.5% were unskilled, 8.7% were engaged in business and professional work, while 6.8% were students. The average wage of the employed girl in this study was $8.50 per week.

21. Of the group of unmarried mothers, 50.6% were from broken homes, 38.4% coming from unadjusted homes while 11% had received a normal home life.

22. Although illegitimacy and prostitution have similar causative factors, prostitution does not give rise to illegitimacy, but illegitimacy is a factor and forerunner of prostitution.

23. Of the 90 women of this group of unmarried mothers submitting to mental tests, 85% were of normal intelligence, 5% fell within the superior group and 10% were classified as being feeble-minded.

24. The modal age was 18-20 years, the age range being from 13-45.

25. The entire group of unmarried mothers were native born with 98.8% of native parentage.

26. Only 1% of the group of women studied had ever been institutionalized.

27. These women had received an average religious education.

28. Seventy per cent of the women admitted being promiscuous in sex relationship.

29. Of the alleged fathers, 18% were married and 82% were single. Fifty per cent of the single men had promised marriage.

30. Seventy-five per cent of the women were from towns and municipalities under 2500 population.
CONCLUSIONS

31. The three social causes of illegitimacy found in this survey are:

   (1) Lack of social ideals due to inadequate formal education
   (2) Parents ignorance of adolescence
   (3) Sexual suggestibility

32. The percentage of illegitimacy decreases with an increase of educational advantages.

33. Broken homes, economic insecurity and bad companions are not social causes of illegitimacy but concomitant phenomena.

34. A reorganization of the elementary grades by the introduction of a social science course of study is necessary in order to bring about a more comprehensive knowledge of how to live a wholesome and satisfying life.

35. Sex education should be an essential requirement in the elementary and secondary school systems.
APPENDIX
APPENDIX

The following schedule was the "tool" whereby statistics and data was obtained in order to formulate the study on "Illegitimacy in the North Central States: Its Causes and Remedy."

RESEARCH SCHEDULE

Date of Confinement ________________ Religion ________________
Date of Interview ________________ Race ________________

By ______________________________

1. Case No. ____ Age ____ City and State of Residence ________________________________
   Population of City ________________

2. Nationality of parents:
   Mother ___________________________ Foreign Born? (Yes or No)
   Father ___________________________ Foreign Born? (Yes or No)

3. Occupation of parent or parents:
   Mother ___________________________ Income ________ (Amount)
   Father ___________________________ Income ________ (Amount)

4. Home Environment: (Explain each factor checked)
   A. Unadjusted homes.
      Normal ________________________
      Immoral home environment:
      1. "Speak-easy" ___________________________
      2. Vice district ___________________________
      3. Others ______________________________
   Adoptive home:
   1. Private ___________________________
   2. Institution ______________________ Where ________
   Crowded housing conditions:
   1. Tenement ________________________
2. Boarding and rooming house
3. Others

Lack of parental control:
1. Ignorance
2. Sensory defect (deafness or blindness)
3. Father away
4. Mother away
5. Lack of interest
6. Others

Home uncongeniality:
1. Nagging
2. Teasing
3. Mental conflicts
4. Cultural conflicts
5. Others

Severity of parent or parents: (Explain)
1. 

Poverty: (Yes or No) To what extent:

Parent or parents in institutions
Why (Yes or No)

B. Broken Homes:
Parents: (Check the one pertaining to you)
1. Mother only
2. Mother and Stepfather
3. Father dead
4. Father deserted family
5. Mother supported illegally by men
6. Parents divorced
7. Parents unmarried
8. Father only
9. Mother dead
10. Father and Stepmother
11. Mother deserted home

C. Normal Homes

5. Education of parents:
   Graduate of elementary school
   Mother
   Father
   Graduate of high school
   Mother
   Father
Graduate of college: Mother: Father: 
Graduate of university: Mother: Father: 

6. Education of subject:
Graduate of elementary school: 
Graduate of high school: 
Graduate of college: 
Graduate of university: 

7. Occupation of subject: (List last 2 positions).
1. __________________________ Wages:__________________________
2. __________________________ Wages:__________________________
3. Reason for leaving last employment:__________________________
4. Hours of work:__________________________
5. Disposition of wages:__________________________

8. Parent's knowledge of case: (Check)
   Direct:__________________________
   Indirect:__________________________
   Unknown:__________________________ Why:__________________________

9. Companions: (Yes or No)
   1. Are you a member of a gang?__________________________
   2. Have any of your companions been institutionalized?__________________________
   3. Why and where they placed in institutions?__________________________
   4. Have any of them ever appeared before a Juvenile Court?__________________________
   5. Do you have a high opinion of your companions?__________________________
   6. Do your companions possess good morals?__________________________
   7. Do they possess good homes?__________________________
   8. Classify their homes as found under No. 4:__________________________

10. Siblings:
   Number of brothers:__________________________ Number of sisters:__________________________
   Delinquencies of brother or brothers:
   1. Truancy:__________________________
   2. Stealing:__________________________
   3. Others:__________________________
   Institutionalization of brother or brothers: Where:__________________________
   Why:__________________________
Institutionalization of sister or sisters:
Where
Why

11. Previous delinquencies of subject:
1. Truancy
2. Stealing
3. First sexual contact
4. Others
5. Institutionalization

12. Intelligence quotient of subject

13. Marital status:
Have you ever been married?
Children Number

14. Where and how did you meet the man responsible? (Explain)

15. Did he promise marriage?

16. Place of conception

17. Attitude toward prosecution

18. Ever had any venereal diseases?

19. Habits:
Drugs
Drink
Smoke
Others

20. History of alleged father:
Occupation
Social standing (Check)
high
average
Low
Marital status
Number of children
Race
Extent of education
Does he admit paternity?
21. Illegitimacy:
   Carnal knowledge____________________
   Incest______________________________
   Absconding________________________

22. Attitude toward child______________________________

23. Adoption of child: (Check)
   Yes__________  No___________

24. Care of child if kept:
   How________________________________

25. Are you capable of caring for child?___________

26. Have you ever practiced prostitution?__________

27. Have you ever been promiscuous in sex relationship?_________________________
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