

THE PROBLEM OF JUVENILE DELINQUENCY IN DALLAS
AND THE EDUCATIONAL PROGRAM
AS A MEDIUM OF ATTACK

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THESIS

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CHAPTER I

INTRODUCTION

It is the purpose of this study to determine to what extent the present educational program in Dallas, Texas, is meeting the problem of juvenile delinquency. To determine this, an analysis will be made of the types of conduct deviations of juveniles, of modern educational psychology, and the relation between these two things.

Juvenile delinquency as a social problem is not peculiar to the twentieth century, nor to the city of Dallas. In Dallas, as in other cities, the problem has become so intensified under the pressure of war that various groups and social agencies are striving more earnestly to find a medium through which the problem can be attacked and solved. The 100 per cent increase in juvenile crime in Dallas in the five years before 1945¹ might well be attributed to the breaking down of the home and family life due to conditions brought on by war, especially increased business opportunities of mothers. The unprecedented prosperity brought on by the war has caused parents to strive for social preference which has resulted in shocking neglect of their children.

¹"Parents at the Bar," Dallas Morning News, February 27, 1946, Section Two, p. 2.

The home has always been considered the most vital unit in society in the establishment of ideals essential to good citizenship, and in developing spiritual and moral concepts. Formerly, the home took the lead in training youth while expecting assistance and support from such institutions as the church and school. At the present, the trend is for the schools and churches to take the lead and to expect little or no support from the home. Many homes are broken, and children who are victimized have very little chance to live a normal life. The number of divorces in the city of Dallas exceeds that of marriages at the present, and in twenty-five per cent of these cases there are children.² In addition to these prospective delinquent children, many come from the underprivileged homes and overcrowded tenement areas.

Many factors in the environment of youth are detrimental to good conduct, especially when the child's background is not too strong. Cheap and vulgar picture shows frequently give impetus to delinquent acts. Parents sanction such entertainment by patronizing the same shows. Crime and sex adventure are brought to the average teen-age youth through cheap magazines and books. Liquor stores, gambling houses, pool halls, and night spots encourage the partonage of youngsters. Father Flannagan, of Boystown, Nebraska, sums up the responsibility of society for such influence: "There is no bad boy. There

²"Parents at the Bar," Dallas Morning News, February 27, 1946, Section 2, p. 2.

are only bad examples, bad parents, and bad environment."³ All of these factors work together to destroy principles of good behavior.

During the last six months of 1945, 2,706 juveniles were handled by the juvenile courts and crime prevention department.⁴ This is an astounding figure, and no doubt presents the gravity and magnitude of the problem which must be dealt with by the concerted efforts of the social agencies and institutions interested in solving the problem. Of the above 2,706 juveniles, 1,159 went through police records as arrests. According to Attorney General Tom Clark, seventy per cent of the delinquents with the stigma of a criminal record will repeat as offenders of the law.⁵ Obviously, arresting and punishing juveniles is not going to solve the problem. Through education, much can be done to remove some of the environmental factors which are detrimental; much can be done to stimulate more wholesome thoughts and conduct.

A sound educational program should equip a youth with fundamental concepts which enable him to live happily with others. The fact that a vast number of youngsters are unable to make

³Town Meeting, The Town Hall Inc., New York, February 21, 1946, p. 7.

⁴Resume of the Activities of the Crime Prevention Division, addressed to C.F. Hansson, Chief of Police, Dallas, Texas.

⁵Town Meeting, The Town Hall Inc., New York, February 21, 1946, p. 5.

personal and social adjustments is not necessarily a criterion for judging the success or failure of the present educational program in Dallas. It would be impossible for any institution to be 100 per cent effective in solving a problem of this magnitude without being able to control all of the factors which contribute to the development of delinquency. The effectiveness of the educational program might be increased by alteration of some of the objectives and methods and by adopting more modern plans of operation. Dallas does not provide special training in its program through which specific types of delinquency may be corrected. However, when conduct deviations are manifested at an early age, precautions are taken in attempting to make the proper adjustments. Many phases of the educational program are proving to be instrumental in decreasing the number of maledjusted youth.

After presenting the present plan and how it functions in attacking the problem of delinquency, the possible educative approaches will be treated. Then, in conclusion, points of strength or weakness of the present program will be discussed with recommendations for improvement.

In order to determine the extent to which educational practices may be instrumental in curbing juvenile delinquency, it is necessary to consider conduct deviations ranging in seriousness from minor anti-social acts in school to more advanced patterns of juvenile delinquency revealed in cases which have been handled by the Crime Prevention Department of the city of Dallas and the Juvenile Court. In making this study

information and data concerning conduct deviations were secured through consultation with principals of schools of elementary, junior high school, and high school level. Records from the visiting teachers department revealed types of deviations in conduct which are of a nature to render them beyond the influence or jurisdiction of classroom teachers and school principals. Additional information and data were secured from the Crime Prevention Department and court records. The analysis of present educative approaches is based on actual practices in the Dallas Public School System.

CHAPTER II

ANALYSIS OF CONDUCT DEVIATIONS

Far too often the term "Juvenile Delinquent" is used to denote only youths already in the hands of the courts or committed to institutions for the care of young people who are definite menaces to society. In such a sense, the expression is used almost synonymously with "criminal." More accurately "juvenile delinquency" may be used to apply to anti-social acts of varying degrees of seriousness, many of which are not punishable by imprisonment of subject to court proceedings. For the purpose of this study it is desirable to consider not only those types of conduct deviations handled by the courts, but also those types handled by the visiting teachers and those encountered in the school.

A logical analysis of conduct deviations may well begin with a discussion of evidences of maladjustment, usually thought of as involved in the causation of delinquency, which are encountered within the schools. Such deviations may be classified under four major groups; namely, repeated failures in studies, whether due to retardation or some other underlying difficulty; offenses against school discipline, such as truancy, insolence, petty stealing, lying, and cheating; evidence of group misfit, such as excessive shyness, solitariness,

over-aggression, and hyperactivity; and finally, destruction of school property, such as defacing walls and furniture, breaking windows, and destroying equipment. Such tendencies, if not remedied, will lead to delinquency.

The second major division in the analysis of conduct deviations deals with those encountered by the visiting teacher. Basically, the visiting teacher is concerned with only one type of conduct deviation, truancy; however, in dealing with the truant, the teacher is attacking the problem of juvenile delinquency at its roots, for behind every juvenile court case is a history of absence or truancy.¹ Furthermore, in determining the factors underlying truancy, the visiting teacher discovers the types of problems which lead not only to truancy, but, if not remedied, to a life of maladjustment.

These underlying problems have been classified by the visiting teachers of Dallas² as those concerning the home, the community, the school, and the child himself. There are thirteen factors related to the home which are listed as contributing to truancy: attitudes of family toward child, attitude of family toward school, financial status of family, broken home, poor social standards, unwholesome emotional atmosphere, alcoholic parents, home responsibilities, insuf-

¹Lois Sager, "Preventing War Time Delinquency," p. 18.

²Combined Annual Report of Visiting Teachers, 1941-42.

ficient parental supervision, working parents, lack of system in home management, and loss of parental control.

According to the visiting teachers,³ there are five factors associated with the community, contributing to delinquency: namely, illegal employment, lack of recreational facilities, unwholesome neighborhood, undesirable associates, and interests outside of school.

There are two divisions of problems associated with the school which have been encountered as contributing to truancy: previous school experience, such as, poor foundation, poor attendance, change of schools, unfavorable reputation, and precedent set by older siblings; and present school situation, such as unsuitable placement, attitude of school toward the child, attitude of school toward the family, facilities lacking for child's needs, and attitude of child toward the school.

A study of the child himself reveals many different problems which contribute to truancy. Mental deviations, ranging from subnormal to superior, and physical conditions often motivate truancy. [Sixteen different personality traits are listed as being contributing causes of this type of conduct deviation: shyness, exhibitionism, feeling of inferiority, withdrawn, lying, stealing, sex difficulties, running away, antipathy for parents, lack of interest in school, independence or willfulness, display of temperament, feeling of insecurity, desire for adult status, antipathy for other sibling,

³ Ibid.

and being a psychopathic case.⁴

By way of summary, it may be said that a resume of the factors contributing to truancy is, in effect, a catalogue of the causes of juvenile delinquency.

The most serious types of conduct deviations are those which must be handled by the courts. During the last six months of 1945, approximately 2,706 juveniles were brought to the Dallas Police Department.⁵ The anti-social acts of these boys and girls which brought them to the attention of the Police Department ranged from acts as minor as playing in the streets to such serious criminal offenses as robbery and rape. Of these 2,706 juveniles, 1,159 went through the police records as arrests, while the remaining 1,547 juveniles were dealt with by the Crime Prevention Division without the formality of arrests.

In order to ascertain the types of juvenile delinquency handled by the courts, it is imperative to analyze more carefully the cases of the 1,159 juveniles who were booked in the Police Department as arrests. Of that total number, 600 were involved in felonies, or, in other words, a crime serious enough to send an adult to the penitentiary; the remaining 559 youngsters were involved in misdemeanors.

⁴Ibid.

⁵Resume of the Activities of the Crime Prevention Division, addressed to C.F. Hanson, Chief of Police, Dallas, Texas.

The following gives a brief resume of the types of delinquency, classed as felonies and the frequency of their occurrence, as well as the method of handling the case.

TABLE 1
TYPES, FREQUENCY, AND DISPOSITION OF FELONIES
COMMITTED BY JUVENILES

Types of Felonies	Filed in Juvenile Court	Released to Parents	Total
Robbery	13	...	13
Rape	2	...	2
Check forgeries	4	...	4
Burglary	97	30	127
Automobile theft	80	10	90
Theft over \$50	9	1	10
Theft under \$50	103	71	174
Aggravated assault	19	30	49
Interne	45	...	45
Escaped from Reform school...	6	...	6
Bigamy	1	...	1
Bicycle theft	39	3	42
Carrying concealed weapons.....	6	30	36
Impersonating a dis- charged war veteran..	1	...	①
Total	425	175	600

In the figures given in the above table, the number of offenders released to parents after being handled by the Crime Prevention Division is a remarkably accurate index to the

number who were first offenders.

It is interesting to note the large number involved in various types of theft and burglary. Burglary is considered as a more serious type of juvenile delinquency because it represents a very advanced pattern, while theft might be the result of immediate temptation, rather than premeditated planning.

Automobile theft committed by juveniles follows a remarkably similar pattern. In the majority of this type of offenses the car was stolen for immediate use for pleasure rather than with the idea of permanent possession or with a plan for future disposal. Conversely, in the case of bicycle thefts, the offender often attempted to deface identification in order to retain possession of the bicycle or disposed of it, usually in exchange for another bicycle.

Interne is applied in a sense peculiar to the terminology of the Crime Prevention Division. It is used to refer to cases of sexual intercourse differentiated from prostitution because money is seldom involved. Offenders in such cases are usually apprehended in tourist courts and hotels of questionable standards.

Bigamy and impersonating a discharged war veteran are not to be considered indicative of usual patterns of juvenile delinquency. They are rather outgrowths of a period marked by general instability.

The following table gives a resume of the youngsters booked as arrests who were involved in misdemeanor charges.

TABLE 2
TYPES, FREQUENCY, AND DISPOSITION OF MISDEMEANORS
COMMITTED BY JUVENILES

Misdemeanor Charges	Filed in Juvenile Court	Released to Parents	Total
Truancy	8	18	26
Malicious mischief	13	93	106
Run away	120	21	141
Traffic violation	2	7	9
Discharging fire- arms.....	2	9	11
Morals and sex	40	19	59
Destroying public property.....	...	11	11
Disturbing the peace.....	30	22	52
Window peeping	3	1	4
Lost child	4	28	32
Affray	1	6	7
Loitering in public place....	29	17	46
Neglected child	3	2	5
Begging	6	8	14
Abusive language	...	1	1
Incorrigible child	...	1	1
Gambling	4	2	6
Unlawful swiping	...	2	2
Trespassing	...	3	3
Violation of peddling ordinance.....	3	...	3
Drunkenness	16	...	16
Violation of Juvenile Probation.....	1	...	1
Violation of Fire- works ordinance.	3	...	3
Total			559

The table given on the previous page exemplifies the wide variety of anti-social acts which constitute the court types of conduct deviations.

CHAPTER III

ANALYSIS OF PRESENT EDUCATIVE APPROACHES

The Guidance Program

In Dallas, as in other cities of the nation, educational leaders have been quick to recognize the importance of the schools in attacking the problem of juvenile delinquency. It is the purpose of this chapter to show how certain phases of the educational program carried on by the Dallas Public Schools tend to correct conduct deviations and to redirect maladjusted youngsters.

The guidance program in Dallas has been in operation in the school system for many years. For purposes of analysis, it may be divided into three phases: educational guidance, or counseling, vocational guidance, and character education, or ethical guidance.

In the elementary and junior high schools, the guidance program is largely the responsibility of the home-room teacher, who, in most cases, serves also as counselor. A cumulative record is kept from the time of entrance to elementary school through the sixth grade. During the last semester of attendance in elementary school, special emphasis is placed on preparation for entrance to the junior high school.

The record begun in elementary school is continued through the period of attendance in junior high school. Here, as in

elementary school, the burden of guidance falls on the home-room teacher. However, at this level various clubs are sponsored in an effort to help students find themselves and to encourage them to develop hobbies which carry over into out-of-school hours.

During the last semester of junior high school work, students are furnished "General Information Bulletins," which acquaint them with the high school and its requirements. Under especially designated counselors, these students fill out a choice card, shown in the appendix. These students are also given the Kuder Interest, Detroit Aptitude, and emotional tests.

In the Dallas Senior High schools differences in local administrative programs properly exist, and guidance in each of these schools must be adapted to local situations. Yet one thing must be in common; namely, sufficient time, personnel, and equipment for the accomplishment of the guidance program, if the program is to function effectively.¹

In accordance with the principles laid down in this statement, each home-room, the unit for counseling, has a minimum of thirty minutes each week for individual counseling, and the special counselors have from two to three periods each day devoted exclusively to counseling and placement efforts.

The home-room teacher, meeting new pupils after their high school entrance, is furnished with the pupil's cumulative record from the former school. This contains health, academic, and certain standardized test records. From early conferences, the home-room teacher attempts to learn of the pupil's family back-

¹"Counseling in the Dallas High Schools", Bulletin No. 179.

ground and economic status, his interests and hobbies, his special talents, such as music or art, his available study time and his habits of study, his vocational and educational interest and possibilities, and his general health and physical abilities and handicaps.²

At this early conference, the teacher and pupil plan the pupil's choice of high school courses and enter them on the counseling record, which becomes an accurate report of pupil-counselor conferences.

It is the purpose of this counseling plan to establish a strong bond of understanding and friendship between the pupil and the home-room teacher, thus making it possible for the home-room teacher to detect early evidence of maladjusted or anti-social tendencies. Through this close relationship, such problems as discovering special difficulties and handicaps, making vocational plans, transferring to other schools, ascertaining causes of failures, facing school maladjustment difficulties, and facing serious home disturbances, may be considered with a view to helping the student adjust himself and avoid conduct deviations.

Vocational guidance in the senior high schools is under the supervision of the vocational counselor, whose work

is limited only by his limitations of time and equipment. Primarily, he is to know each pupil graduating or otherwise leaving school as well as facilities at hand will afford; and he is to use this information in assisting the pupil to make the best possible adjustments to the vocational and educational world confronting him.³

²Ibid.

³Ibid.

The vocational counselor receives the counseling sheets of all IV B pupils; that is, pupils who are entering the first semester of their senior year, from the home-room teachers or senior counselor, and through conferences and reports he completes them for the senior year.

Through consideration of a pupil's cumulative record, conferences with the pupil, and further testing when the need arises, the vocational counselor is able to form a remarkably accurate estimate of the vocational capabilities of the student and can help him choose a field of occupation in which his interests and abilities will be of greatest use to him. To facilitate this work, the Educational and Vocational Information Blank, shown in the appendix, is filled in and kept with the cumulative record.

The third type of guidance, character education, or ethical guidance, is less tangible than the other types; hence, fewer concrete plans have been made for this type of guidance; however, home-room teachers, class room teachers, and counselors are urged to be mindful of their opportunities for encouraging students to cultivate desirable character traits.

The Dallas High Schools encourage attendance of pupils at Church School by granting one-half unit of credit toward graduation for the study of the Bible. This study may be carried on in any church, synagogue, or religious institution; however, the work is under the general supervision of the school authorities. During the current semester, ending May 31, 1946, approximately 1,000 students were enrolled for this Bible credit.

Further impetus is given to character education by such organizations as the Girl Reserves, the Hi-Y clubs, the Girl Scouts, the Camp Fire Girls, the Boy Scouts and all athletics.

Through the various phases of the guidance program definite efforts are being made to recognize early indications of social maladjustment and to take immediate steps to correct the causes wherever possible, and it is the opinion of school principals that the success of the program is limited only by the scarcity of trained guidance personnel.

Visiting Teacher Program

In 1941, the visiting teacher program was inaugurated in Dallas with the hope that many of the truancy and delinquency problems could be best solved in this way. During the first five years, three visiting teachers were employed, two for the white schools and one for the colored schools. For the school year 1945-1946, the visiting teacher program was expanded to provide four visiting teachers for white schools and two for colored schools.

According to the mimeographed instructions issued by Harold Hitt, teacher-in-charge of the visiting teacher program, the visiting teacher program was expanded primarily to accomplish the following:

to account for all children within the compulsory age, 7 to 15 years inclusive, living in the Dallas Independent School District; to promote the highest possible enrollment in school of this group of children; and to assist the schools in improvement of the average daily attendance of pupils enrolled.

From the beginning of the visiting teacher program those participating have realized the importance of making contacts not only with school principals and teachers but with other interested groups, particularly the social agencies, members of the Crime Prevention Department of the City of Dallas, and staff members of the Juvenile Court. Emphasis has constantly been placed upon the fact that visiting teachers are not merely truant officers. Their duties go much farther than simply seeking out children who are illegally out of school; they are coordinators of home and school efforts in adjusting each child who presents personality, social, or special problems; they are social workers seeking to find the factors underlying truancy and retardation and attempting to secure aid in remedying the causes whenever possible.

A typical case handled by a visiting teacher was one in which three children of a single family were referred to the visiting teacher office because of absence from school during the month of November. These children had been in regular attendance the first part of the school year. Upon visiting in the home, the visiting teacher found that it was a large family attempting to live on a meager income earned by the father. None of the children had adequate clothes to wear in cold weather, but the actual cause of their absence was the fact that they had no shoes. The visiting teacher sought aid for this family, and through the Salvation Army was able to provide shoes and other clothing for these children, which brought an end to their absence from school.

Numerous cases similar to the one described above are handled almost daily by the staff of visiting teachers. Retardation caused by infected tonsils, poor eyesight, and other defects, ultimately results in truancy before the cases are referred to the visiting teacher office. The visiting teachers in checking causes of truancy, discover these defects, and through the health department of the education system many are corrected. Others which require professional service are assisted by the various clubs and social welfare agencies through the solicitation of the visiting teacher. In cases of failure or truancy where no apparent cause can be determined, the child is taken to the school psychologist or psychiatrist for an examination. Upon completion of this examination recommendations are made as to the course the youngster should follow to overcome his maladjustment. Some of these cases are sent to the child adjustment department where tests are given to determine his chronological development, his aptitudes, his reading ability, and social adjustment. This often results in a very limited program for the child, and frequently his program is arranged so that he can take shop work or some type of work other than regular class room routine. In many cases the visiting teacher personnel finds part time jobs for youngsters, and even though they fall within the compulsory age, they are allowed to attend school a half day and work the remainder of the day.

The visiting teacher program obviously strikes at the root of juvenile delinquency. In their efforts to determine the

causes of truancy, the visiting teachers are constantly uncovering a prospective criminal and in many cases making the adjustments necessary to develop normal youngsters.

The plan of operation for the visiting teacher program is comparatively simple and has proved very effective. Pupils who have not enrolled at the beginning of the school year are located by checking Pupil Enrollment Census Cards.

At the end of the first week of school, a Pupil Referral Card to Visiting Teachers, No. C102, is made out for all pupils who have not enrolled. For each case handled the Visiting Teacher Case Record Card is filed. When it becomes necessary to refer cases to the Juvenile Court, complete case histories are filled out. These forms, shown in the appendix, form a permanent record of the work of the visiting teachers.

The completeness of the data collected for each case is indicative of the continuous efforts of the visiting teachers in determining the causes which have led to truancy. Such information as that furnished in the case histories prepared by the visiting teacher personnel relative to infancy, pre-school development, illnesses, educational history, social adaptability and conduct, mental traits, and environment has proved to be an invaluable source of information for classroom teachers, counselors, and principals, as well as for those agencies which co-operate with the visiting teacher program. For example, a complete picture of a child's environment often offers the solution to problems not only of truancy but of other types of maladjustment as well.

The following tables reveal the scope and the efficiency of the visiting teacher program. Table 3 emphasizes the fact that this agency co-ordinates the interests of many persons and agencies who are working in the interests of youth. It also points out the variety of factors which may underlie truancy.

TABLE 3
REFERRALS AND INTERVIEWS OF THE
VISITING TEACHER PROGRAM

Persons Reporting Cases	No. Cases Reported	Reasons for Reporting	No. of Cases
Assistant superintendent.....	18	Attendance	681
Principal.....	642	Scholarship	4
Parents.....	15	Behavior	62
Teachers.....	4	Home situation	50
Other agencies.....	24	Program change	3
Others.....	41	Desire to work	11
		Financial need	6
		Physical condition	1
Total	744		

Number of Interviews

In the Home.....	1449
At the Office.....	120
At the School.....	473
Other Interviews.....	189

Tables 4 and 5 give the age and grade distribution at the time of referral to the visiting teachers.

TABLE 4
AGE DISTRIBUTION OF CASES REFERRED TO
VISITING TEACHER PROGRAM

Age	Boys	Girls	Total
6	5	10	15
7	16	10	26
8	14	11	25
9	27	8	35
10	24	12	36
11	34	13	47
12	48	18	66
13	64	35	99
14	99	56	155
15	93	57	150
16	34	20	54
17	22	10	32
18	3	3	6
19	1	1	2
Total	484	264	748

A study of the above table reveals several significant facts. At all age levels except six, eighteen, and nineteen there are many more boys than girls referred to the visiting teacher program. The number of referrals for both boys and girls reaches its highest incidence at the levels of fourteen and fifteen years, making special guidance at those age levels seem advisable.

TABLE 5
 GRADE DISTRIBUTION OF CASES REFERRED
 TO THE VISITING TEACHER PROGRAM

Grade	Boys	Girls	Total
P1	20	14	34
P2	14	9	23
P3	11	3	14
P4	12	18	30
P5	14	10	24
P6	13	4	17
P7	23	5	28
P8	13	3	16
L5	32	4	36
H5	21	14	35
L6	19	14	33
H6	14	17	31
L7	41	14	55
H7	47	11	58
L8	26	16	42
H8	24	8	32
L9	51	44	95
H9	27	15	42
L10	26	12	38
H10	16	14	30
L11	10	8	18
H11	2	4	6
L12	7	3	10
H12	1	0	1
Total	484	264	748

A study of Table 5 reveals that the highest incidence of referrals occurs in the last year of elementary school and in the first semester of senior high school.

Table 6 gives the final disposition of the cases handled by the visiting teachers.

TABLE 6

RECORD OF DISPOSITION OF CASES REFERRED TO VISITING TEACHER PROGRAM

Cases Closed															
Ages	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Reasons															
As apparently adjusted.....	2	15	12	16	12	26	22	35	47	39	23	10	2	1	252
Transferred to other agencies	1	1	1	0	3	4	6	6	13	13	3	2	0	0	53
Left Dallas.....	3	1	2	3	3	3	4	2	10	15	2	1	1	0	50
Entered private school.....	0	0	0	0	0	1	2	1	3	3	0	0	0	0	10
Married.....	0	0	0	0	0	0	0	1	1	2	0	1	0	0	5
Given work permit.....	0	0	0	0	0	0	0	1	3	8	0	0	0	0	12
Legal employment	0	0	0	0	0	0	0	0	0	15	11	7	1	0	34
Military service	0	0	0	0	0	0	0	0	0	2	1	1	0	0	4
Left in hands of principal.....	2	0	1	0	1	1	1	1	5	3	0	0	0	0	15
As apparently unadjusted....	2	1	2	0	11	1	10	17	23	21	17	11	1	1	118
Total.....															553

Cases Still Active															
Ages	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Reasons															
Improvement shown.....															94
No apparent improvement															76

TABLE 6--Continued

Cases still Active															
Ages	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
Reasons															
Needed at home temporarily.....															3
Needed to work temporarily.....															12
No contacts as yet.....															10
Grand Total.....															748

Sports and Health Program

The competitive sports program carried on by the Dallas schools is essentially the same as that of any other school participating in interscholastic league competition. The program includes football, basketball, track, baseball, tennis, and golf in the high schools. The total number participating in these sports runs around twelve hundred annually from the six Dallas high schools. These extra-curricular activities occupy a considerable number of out-of-school hours; hours which are well spent in learning leisure time activities, good health habits, how to get along with others, how to play, how to be a good citizen, and to respect the rights of others. The coaches in the various fields of athletics do a remarkable job of character development. Due to the physical ability and en-

Discipline needed to participate in some sports, rigid training rules are set up for athletes to follow. Advice on how an athlete should conduct himself at school frequently effects a change from a so-called trouble maker to a gentleman. Athletes are urged by their coaches to be a good example before the eyes of youngsters who consider them heroes. Since the coaches employed by the Dallas Board of Education are not under pressure to win, as they are in many systems, more attention is given to developing good character traits, wholesome thinking, and living.

In addition to the competitive sports program, approximately ten thousand youngsters participate in intramural athletics from the fifth grade through high school. These intramural sports are conducted under the supervision of physical education teachers. Girls as well as boys participate in this program. Games such as playground baseball, soccer, basketball, touch football, and track events keep youngsters engaged after school the year round. Junior high schools compete against each other in basketball, track, and playground baseball. To encourage play, the Physical Education Department has made available several of the school grounds for the summer months. Swimming pools have been built in cooperation with the Dallas Park Department on five of the school grounds. The Park Department employs a supervisor for these playgrounds. Through these programs many youngsters are discovered who have outstanding athletic ability and, with proper encouragement and handling, become interested in reaching high

school where they can play in major sports. If youngsters are kept off the streets and kept busy, their chances of getting into trouble are minimized.

Health practices and habits learned through the sports program are incidental and supplement the regular health program offered in the schools of Dallas. This year physiology was added to the high school curriculum as a required subject for all sophomores. Physiology is taught in regular class room manner with the aid of films shown once a week relative to the subject matter covered by the text. Films on venereal disease are shown to all students in the high schools once each semester.

In addition to teaching of health in the high schools through text books and films, the Dallas system maintains a school doctor who is aided by nurses and dental specialists to safeguard the personal health of thousands of youngsters. Cases which appear to be mental rather than physical are referred to a psychiatrist employed by the school board. Through this program many maladjustments growing out of physical and mental deficiencies are corrected.

The Curriculum

The curriculum in the Dallas Public Schools is essentially the same as it has been for years; however, some notable changes were made during the second semester of the 1945-1946 school year.

One of the most notable changes directed toward making education more functional is the adoption of a curriculum

based upon areas of living for use in William Lipscomb Elementary School, with a view to incorporating such a curriculum in all elementary schools. "Curriculum organization may be characterized as 'the emerging integrative experience program' or a broad field type of organization with many of the features of the 'experience' program."⁴ The five core areas embodied in this curriculum are social relations, in which geography, history, and civics are fused, language arts, in which English, spelling, reading, and writing are developed, arithmetic, and science and health. Many of the topics for this curriculum, which is studied in the fifth, sixth, and seventh grades, are chosen from the field of social relations. After a topic has been selected, teachers of various subjects present related work; for example, if Mexico is chosen for study, the teacher of social relations develops the geography, history, and government of that country. The teacher of language arts chooses spelling words, reading material, and topics for written composition from material chosen for the study of Mexico. Similarly, the art instructor directs the study of Mexican architecture, and industrial and fine arts. In the same manner, the teacher of music helps the children to learn to appreciate and to sing Mexican songs. Even arithmetic is related to the chosen topic by making such computations as areas of certain divisions of Mexico.

⁴Handbook for Self-Appraisal and Improvement of Elementary Schools, Bulletin of State Department of Education, No. 458, Austin, Texas, September, 1945, p. 32.

This type of topic development encourages active and responsible pupil-participation and sponsors closer relationship among faculty members of various fields.

In developing the various areas of the integrative curriculum,

emphasis in teaching is clearly focused upon concepts, understandings, attitudes, and ideals translated into functional behavior. Subject matter is used extensively, not as something to be memorized but to bring insight and intelligent view points or solutions to the problems which form the centers of interest.⁵

Evaluation is as broad as the scope and objectives of the program. Various types of informal and standardized tests are used to keep records of children's development in understanding of concepts, changes in attitudes and ideals. Tests on growth in critical thinking and study skills are included, such as Wrightstone's Test of Critical Thinking (grades 5 and 6) and the Iowa Tests of Basic Skills, Test B. Much attention is given to observational records and behavior journals so that records may be available to show growth in behavior.

The purpose of gathering developmental data on pupils is to know how pupils are growing so that the teacher may be better guided in her part in the program; emphasis is thus upon evaluating the school program to see what it is doing for children rather than to evaluate children to see how well they are absorbing the curriculum.⁶

In evaluating the program after it has been followed for a year, Miss Mayme Wheeler, Principal of William Lipscomb Elementary School, describes it as being highly successful. Greater pupil interest has been evinced in all school activities, but particularly in the fields of art and science. As increased interest has been stimulated, pupils' marks have been higher, and problems of discipline have decreased noticeably.

⁵Ibid., p. 41.

⁶Ibid., p. 42.

So satisfactory has the response to the core area type of curriculum been in the Lipscomb School that, at the beginning of the 1946-1947 school year, it was incorporated into the program of two other elementary schools.

A second innovation in the Dallas Public Schools was also made during the second semester of the 1945-1946 school year. Students of elementary classification who, for reasons of age, mental retardation, or social maladjustment, did not respond to their environment in elementary school were allowed to enroll in certain workshop courses of Crozier Technical High School. Such a plan is a very definite effort to find a place in the school which will interest and benefit every child.

At junior high and senior high school levels some new subjects have been added to the curriculum as new needs have arisen or old ones have been recognized, as in the addition of a course in physiology.⁷ High school students are allowed to choose between a course of study leading toward college entrance or a more liberal course allowing greater freedom in selecting subjects; however, either course of study emphasizes passing on the cultural heritage.

Many subjects dealing with topics vital to the preservation of the American home and our democratic form of government are offered as electives, or not at all. For example, courses in homemaking are elective and are open only to girls. During the current semester, only 20 per cent of the girls

⁷See page 14.

enrolled in Dallas High Schools are enrolled in either foods or clothing courses. Such vital subjects as economics and government are electives; sociology and psychology are not offered.

Pupils of the various high schools who show lack of interest in either course of study offered may transfer to Crozier Technical High School, where a more functional type of curriculum is offered. Here education of the comprehensive type is offered; that is, technical and cultural studies are combined in a manner different from the ordinary technical school. Here boys and girls are prepared to go directly into trades or commercial careers, but as many graduates are sent to college and into the learned professions as are sent by the average high school. Here the doing type of learning which appeals to most adolescents is emphasized. Hand skills, which have no place in the conventional high school, often and behavior difficulties as well as point the way to future vocations.

Discipline

All of the schools in the Dallas school district are comparatively large, especially the high schools. Each of the high schools follows somewhat the same rules in dealing with discipline problems, since the administrative staff sets forth policies through the principals. The principal is not expected to handle each disciplinary problem but merely advises teachers in their effort to enforce various rules and regulations. More severe cases of discipline are usually

referred directly to the principal. Principals are maintained in each of the schools down through junior high school, but a number of elementary schools are served by a part time principal. Elementary principals are required to serve two schools in sections of the city where enrollment is light. This policy frequently leaves an elementary school without a man in the building to handle problems which might be embarrassing for a woman teacher to handle.

Special services

The Home and Family Life Division of the Dallas Public School System was first created in recognition of the need, particularly among low income groups, for direction in establishing and maintaining homes conducive to more satisfactory home life. This department has as its primary purpose educating parents in the basic problems of child guidance. Through this department, parents are enabled to recognize their own ability and to understand their children in terms of growth and development.

From 1943 to 1945, the Home and Family Life Division maintained play schools for pre-school children of employed mothers. School-age children were kept after school until working mothers had returned home. This extension of school service was instrumental in keeping children off the streets and in directing them in constructive leisure-time activities.

At the present time there are seven workers for white people and three who work with negroes. Their work is carried on through house-to-house visits and through co-operation

with clubs, Parent-Teacher organizations, and other parent groups, sponsoring courses in parent problems, family budgeting and pre-school child guidance, and similar phases of home and family life.

As a part of the Home and Family Life Division, three parent education laboratories are maintained, all of which are located in lower income areas. In these laboratories, which are planned, financed, and managed by parents, parents are trained to handle their own children by handling pre-school children. Each mother participates one half day a week reading to the children, telling stories, directing games, and working with moulding and painting.

The Educational Plant

At the beginning of the 1946-1947 school year, the Dallas Public School System consisted of sixty-five schools for white children, twelve schools for Negro children, the Dallas Vocational School for Veterans, and Dal-Hi Stadium, an athletic field used by all high schools. This educational plant, valued at approximately \$200,000,000, is idle almost two-thirds of the time. Gymnasiums and playgrounds are utilized after school for training in athletic events, and auditoriums and lunchrooms are utilized occasionally for meetings of such adult groups as the Dad's Club; however, such facilities as home-making laboratories, libraries, and workshops are not in use after school hours. Crozier Technical High School is an exception to that statement in as much as it is the site of the Dallas Evening School.

Each of the schools of the system has library facilities, and, in most schools, these are under the supervision of regular librarians. It is impossible to gauge the adequacy of all libraries; however, the Committee on Evaluation, reporting on three of the senior high schools during the 1945-1946 school session, was sharply critical of the meager per capita expenditure for books. Larger libraries, offering a wide scope of reading material, can do much to encourage students in forming better habits for utilizing leisure time and in pursuing hobbies. Such facilities, made available to adults and students alike, can form the nucleus around which the school may build to become the center of community life.

Plans for two new elementary schools are now being drawn with special attention to making them usable as community centers, as well as schools.

Summary of Present Educative Approaches

1. The Dallas Public School System has a three-fold guidance program: educational guidance, or counseling, vocational guidance, and character education, or ethical guidance.
2. Educational guidance, or counseling, is administered principally by home-room teachers. Its primary purpose seems to be planning the course of study and keeping a record of credits. It is based on a cumulative record maintained throughout the pupil's attendance in school.
3. Vocational guidance is under the direction of a vocational counselor who attempts to help each student choose a vocation for which he seems best fitted.

4. Character education is sponsored by the Bible credit plan and by organization for character building.

5. Members of the visiting teacher program are not merely truant officers; they are co-ordinators of home and school efforts in adjusting each child who presents personality, social, or special problems; they are social workers seeking to find the factors underlying truancy and retardation and attempting to secure aid in remedying the causes whenever possible.

6. An extensive sports program and special emphasis upon health instruction through visual education and through the teaching of physiology help maintain higher standards of health.

7. A curriculum based on areas of living has been introduced into three elementary schools with a view to incorporating it into all elementary schools.

8. Students of elementary classification who, for reasons of age, mental retardation, or social maladjustment, do not respond to their environment are allowed to enroll in certain workshop courses in Crozier Technical High School.

9. Students in high school may choose between a course of study leading toward college entrance or a more liberal course allowing greater freedom in selecting subjects.

10. Many subjects dealing with vital topics are electives.

11. Crozier Technical High School offers a "comprehensive" type of education.

12. Discipline in the Dallas Public School System follows general principles outlined by the administrative staff and is handled largely by school principals.

13. The Home and Family Life Division is offering effective aid in adult education and in strengthening family life.

14. The vast educational plant is not utilized to the greatest extent, but its possibilities in promoting community life are being recognized.

CHAPTER IV

ANALYSIS OF POSSIBLE EDUCATIVE APPROACHES

In order to improve upon existing educational approaches, it is necessary to formulate a broad philosophy of the principles which should underlie the American educational program. According to the Educational Policies Commission,

the American public school, through its life and program, should proceed deliberately to foster and strengthen all those physical, intellectual, and moral traits which are the substance of democracy - to incorporate into the behavior of boys and girls and youth the great patterns of democratic living and faith.¹

Such an educative program must give to the rising generation the loyalties, the knowledge, the discipline of free men. The Educational Policies Commission has outlined these loyalties, this knowledge, and discipline in this way.

The free man is loyal to the values and processes of democracy. The free man is loyal.

First, to himself as a human being of dignity and worth

Second, to the principles of human equality and brotherhood

Third, to the process of untamed discussion, criticism, and group decision

Fourth, to the ideal of honesty, fairmindedness, and scientific spirit in the conduct of this process

Fifth, to the ideal of respect for and appreciation of talent, training, character, and excellence in all fields of socially useful endeavor

Sixth, to the obligation and the right to work

¹The Education of Free Men in American Democracy; Educational Policies Commission, N.E.A., Washington, D.C., 1941. p. 50.

Seventh, to the supremacy of the common good
 Eighth, to the obligation to be socially informed
 and intelligent.²

The free man today is familiar with certain great
 patterns or bodies of social knowledge and thought:

First, he has knowledge of the nature of man in
 society

Second, he has knowledge of the history of mankind

Third, he has knowledge of the long struggle to
 liberate the human mind and civilize the human heart

Fourth, he has knowledge of the present crisis

Fifth, he has knowledge of the weaknesses of the
 American democracy

Sixth, he has knowledge of the promises, the methods,
 and the achievements of the totalitarian movements

Seventh, he has knowledge of the resources, achieve-
 ments, and promise of American democracy.³

The third essential part of any program of education for
 democracy is that of developing in the young the appropriate
 discipline.

The achievement of democratic discipline in the young
 requires the correction of those deficiencies which are
 altogether too widely present in American life and char-
 acter. The chief of these deficiencies are:

First, misunderstanding of the nature of democracy

Second, ignorance of social realities

Third, lethargy and indifference regarding the general
 welfare

Fourth, devotion to individual success

Fifth, susceptibility to democracy

Sixth, absence of common loyalties

Seventh, weakness of democratic loyalties

Eighth, undemocratic practices and dispositions in-
 herited from the past.⁴

The discipline of free men cannot be achieved by sub-
 jecting the young for a period of years to the regimen of
 a slave. Neither can it be achieved by allowing the young
 to follow their own impulses and take over the process of
 education. It can be achieved only by living for years
 according to the ways of democracy, by rendering an active
 devotion to the articles of the democratic faith, by striv-
 ing to make the values and purposes of democracy prevail in
 the world, by doing all of these things under the guidance
 of the knowledge, insight, and understanding necessary for
 free men. That this involves a highly complex and difficult

² Ibid., p. 55.

³ Ibid., p. 68.

⁴ Ibid., p. 81.

process of learning is obvious. It requires a school environment and a school life organized deliberately to give boys and girls experience in democratic living----a school environment and a school life from which the obstacles to the achievement of democratic discipline are removed. Above all, it requires the influence of a teacher who in her activities in both school and community, practices the discipline of a free man.⁵

Finally, the Educational Policies Commission offers this summary of the outstanding characteristics of democratic education:

First, democratic education is devoted to the realization of the democratic faith

Second, it is marked by integrity and honesty in all relations

Third, it is sensitive and responsive to the changing conditions of life

Fourth, it is independent of the passions and narrowly partisan struggles of the moment

Fifth, it is sensitive and responsive to the changing hopes, ideals, and problems of the people

Sixth, it is free from the domination of private persons and groups.⁶

These broad principles serve to emphasize the fact that the way of living to be encouraged by the education of the American people is a steadily closer approximation to the democratic ideal. The Educational Policies Commission has set forth in considerable detail a description of the necessary and desirable elements of information, skill, habit, interest, and attitude which will most surely promote individual development and encourage democratic ways of living among the people of this country. These aspects of educational purpose have been defined as the objectives of self-realization, the objectives

⁵Ibid., pp. 88, 89.

⁶Ibid., p. 92.

of human relationship, the objectives of economic efficiency, and the objectives of civic responsibility. These four major fields are inter-related; furthermore, the school is only one of the educational influences in these various fields of human life. These objectives of education may be considered, then, as the qualities and conduct to be encouraged by all educational agencies of all American citizens.

For purpose of clarity and understanding, the Educational Policies Commission has subdivided these four groups of objectives in The Purpose of Education in American Democracy, the publication for the group for 1938.⁷

I. The Objectives of Self-Realization

1. The Inquiring Mind. The educated person has an appetite for learning.
2. Speech. The educated person can speak the mother tongue clearly.
3. Reading. The educated person reads the mother tongue efficiently.
4. Writing. The educated person writes the mother tongue efficiently.
5. Number. The educated person solves his problems of counting and calculating.
6. Sight and Hearing. The educated person is skilled in listening and observing.
7. Health Knowledge. The educated person understands the basic facts concerning health and disease.
8. Health Habits. The educated person protects his own health and that of his dependents.
9. Public Health. The educated person works to improve the health of the community.
10. Recreation. The educated person is participant and spectator in many sports and other pastimes.
11. Intellectual Interests. The educated person has mental resources for the use of leisure.
12. Esthetic Interests. The educated person appreciates beauty.
13. Character. The educated person gives responsible direction to his own life.

⁷The Purposes of Education in American Democracy, Educational Policies Commission, N.E.A., Washington, D.C., 1938, pp. 51-123.

II. The Objectives of Human Relations

1. Respect for Humanity. The educated person puts human relationships first.
2. Friendships. The educated person enjoys a rich, sincere, and varied social life.
3. Cooperation. The educated person can work and play with others.
4. Courtesy. The educated person observes the amenities of school behavior.
5. Appreciation of the Home. The educated person appreciates the family as a social institution.
6. Conservation of the Home. The educated person conserves family ideals.
7. Homemaking. The educated person is skilled in homemaking.
8. Democracy in the Home. The educated person maintains democratic family relationships.

III. The Objectives of Economic Efficiency.

1. Work. The educated producer knows the satisfaction of good workmanship.
2. Occupational Information. The educated producer understands the requirements and opportunities for various jobs.
3. Occupational Choice. The educated producer has selected his occupation.
4. Occupational Efficiency. The educated producer succeeds in his chosen vocation.
5. Occupational Adjustment. The educated producer maintains and improves his efficiency.
6. Occupational Appreciation. The educated producer appreciates the social value of his work.
7. Personal Economics. The educated consumer plans the economics of his own life.
8. Consumer Judgment. The educated consumer develops standards for guiding his expenditures.
9. Efficiency in Buying. The educated consumer is an informed and skillful buyer.
10. Consumer Protection. The educated consumer takes appropriate measures to safeguard his interests.

IV. The Objectives of Civic Responsibility

1. Social Justice. The educated citizen is sensitive to the disparities of human circumstances.
2. Social Activity. The educated citizen acts to correct unsatisfactory conditions.
3. Social Understanding. The educated citizen seeks to understand social structures and social processes.
4. Critical Judgment. The educated citizen has defenses against propaganda.
5. Tolerance. The educated citizen respects honest differences of opinion.
6. Conservation. The educated citizen has a regard for the nation's resources.
7. Social Applications of Science. The educated cit-

- izen measures scientific advance by its contribution to the general welfare.
8. World Citizenship. The educated citizen is a cooperating member of the world community.
 9. Law Observance. The educated citizen respects the law.
 10. Economic Literacy. The educated citizen is economically literate.
 11. Political Citizenship. The educated citizen accepts his civic duties.
 12. Devotion to Democracy. The educated citizen sets upon an unswerving loyalty to democratic ideals.

Today much progress is being made toward the type of school which will meet the objectives set forth in the areas of self-realization, human relationship, economic efficiency, and civic responsibility. The program outlined by the committee on the Community School,⁸ a division of the Society for Curriculum Study, offers a practical approach to the realization of such schools. This committee has set forth a number of fundamental beliefs which form the basis for an educative approach to the establishment of more useful schools.

According to the committee on the Community School, these concepts of the educative process are fundamental.

First, all life is educative. There is no possibility of separating the learning process from living; hence, it is impossible to enclose the process of education within the school; it becomes a community enterprise.

Second, education requires participation. The learning process is not complete until the learner has the opportunity to test his knowledge in action.

⁸Everett, Samuel, The Community School, pp. 435-452.

Third, adults and children have fundamental common purposes in both work and play. A tendency to shelter youth from responsibility has robbed them of the strongest incentives for orderly co-operation.

Fourth, public school systems should be primarily concerned with the improvement of the social order. It is the task of schools to help children and their parents to deal effectively with their problems and to aid social agencies in improving community living. The school must be the center of community life.

Fifth, the curriculum should receive its social orientation from major problems and to areas of community living. There must be a change from an academic, subject matter type of orientation to a more functional community type of program. Regimentation to meet college entrance requirements must be replaced by a curriculum adapted to the needs of the individual.

Sixth, public education should be founded upon democratic processes and ideals. The process of making decisions, testing them on the basis of evidence, and revising on the basis of experience is the essence of democracy, as well as the essence of the educational process. Extending this experience to children is training a citizenship qualified to sustain the principles of democracy.

Seventh, progress in education and community living best comes through the development of common concerns among individuals and social groups. A co-operative program must be developed by individual teachers, separate departments, admin-

istrative, parent, and lay interests, where often there has been, and is, a struggle for the dominance of one group.

Eighth, public schools should be held responsible for the education of both children and adults. Since the modern school is concerned with the welfare of each student, it must also be concerned with his home, his parents, and the community agencies which shape the development of the community.

In addition to those basic concepts of education enumerated above, this criterion should be set up;

The program of every secondary school should aim deliberately at the maximum contribution to the following objectives:

- a. Loyal, intelligent citizenship, and morality in the broad sense of the word;
- b. Effective home membership and leadership;
- c. The abilities and tastes which insure pleasurable and harmless enjoyment of leisure time;
- d. The maximum development of abilities and interests in the best suited vocational activities;
- e. Physical health;
- f. The development of interests and abilities insuring continued learning through life.⁹

In addition to the above requisites for an improved secondary school program, the Regent's Inquiry in New York offered proposals for making the secondary schools increasingly successful in providing education of a more vital type.¹⁰ The secondary school must assume the responsibility of providing whatever teaching of reading, oral and written expression, and arithmetic necessary to give all its pupils at least a sufficient command of the tools of learning to enable them to learn through

⁹H. R. Douglas, Secondary Education for Youth in Modern America, p. 129.

¹⁰"Proposals for an Improved Secondary School Program", Regents' Inquiry, Education and Life.

independent study. It is also proposed that not only shall every student be given definite preparation for a vocation, but also that vocational training should be incorporated into each secondary school rather than being offered only to those students who attend special vocational high schools.

Finally, the secondary school of today must develop in its students a tolerant understanding of our social heritage, insofar as it is necessary to understand contemporary life and its problems. It must promote the realization that cooperative endeavor is a political and economic necessity, as well as a social ideal. It must prepare, as far as possible, the hearts and minds of all for global understanding and cooperation, and surely, the secondary school must bring about a realization that human beings are more important than material things.

Since it is the purpose of this chapter to analyze the possible educative approaches with special attention to those concepts which tend to correct maladjustments in modern education and thus to reduce juvenile delinquency, it seems logical to discuss the topics which have the most immediate bearing upon the present educative approaches.

Guidance

There are limitless

possibilities for service open to teachers and administrators in assisting pupils in arriving at decisions relative to vocational and educational careers and in minimizing the unfortunate effects arising from unsatisfactory adjustments to other young people of the same age and opposite sex, to home conditions and conflicts, personal appearance, school citizenship, health worries,

and other problems which frequently plague many young people unnecessarily, and, so often, disastrously.¹¹

Furthermore, the schools should give increased attention to the complete realization of the possibilities of latent talent by early discovery and appropriate training of special and unusual abilities.

In outlining the plan for guidance, Mr. Douglas says:

On the basis of our available knowledge of the psychology of youth and of our limited scientific knowledge of the most effective solutions of these various problems, the following principles are stated:

1. Guidance should be advisory and democratic. It should usually aim at directing youth to information and into types of amerosch which will enable him to work out his own solutions. The temptation to over-reach our possibilities by presuming to make decisions for young people or furnish pseudo-scientific shortcuts to vocational and other decisions, must be carefully avoided.
2. There should be developed and employed in guidance, better organized, more comprehensive records of all aspects of pupil abilities, achievements, interests, citizenship, qualities of personality, health, and home environment. These should be cumulative and should emphasize growth and changes as well as status.
3. Greater recognition of the importance of improving the quality of guidance should also be made, and more opportunities for rendering guidance services should be provided. More time and attention should be given to home-room programs, individual conferences, and group discussions of problems not directly attached in the regular school subjects. Teachers should be appointed partly on the basis of their competence for guidance supervision, and those now in service should prepare themselves more adequately for guidance service.
4. In every school system, city or county, there should be one teacher especially trained and charged with

¹¹H. R. Douglas, op. cit., p. 111.

the leadership and training of teachers in guidance service.¹²

Few schools are in a position now to incorporate a clinical counseling system; however, in some schools a teacher-counselor system has been found more satisfactory than the home-room type of guidance.

Clifford Froehlich, former director of guidance in Fargo, N.D., offers constructive suggestions for incorporating such a teacher-counseling program in any school in his article "Fargo Selects and Trains Teachers for Individual Guidance."¹³ Each teacher in the teacher-counselor system is released from one hour per day of classroom teaching. During this counseling hour the teacher works under the supervision of the guidance director. Each teacher-counselor is assigned 100 unselected pupils of his or her own sex, and is responsible for the adjustment they make in school.

The selection of these teacher-counselors was based on three criteria; namely, their ability to deal with pupils in a satisfactory manner, their expressed interest in guidance, and their background and educational preparation.

The training of this group selected to serve as teacher-counselors was begun by laying a groundwork of techniques of counseling and general interpretation of case material. This

¹²Ibid., pp. 111, 112.

¹³Clifford Froehlich, "Fargo Selects and Trains Teachers for Individual Guidance," The Clearing House, January, 1943 pp. 290, 291, 292 & 293.

was followed by intensive individual training. Representative cases that had not yet been counseled were selected, and the information available in the case folder was thoroughly studied by the director of guidance and a counselor. The director endeavored to help the counselor learn the techniques of identifying crucial points upon which decisions might be based. This phase of the training was followed by demonstration interviews conducted by the director.

The types of problems handled by counselors' conferences with pupils were school marks, plans for the next semester, finances, home problems, vocational plans, health, general social adjustment, and discipline. Types of conferences resolved themselves into three classifications: faculty-initiated conferences, counselor-initiated conferences, and pupil-initiated conferences. For pupils who did not voluntarily seek an interview, it was the duty of the counselors to originate at least one conference a semester.

A number of benefits result from this type of program. In the first place, pupils have a definite place to go where someone takes more than an administrative or superficial interest in their progress and welfare. Second, the system provides for registration by teacher-counselors and follow-up assistance for the pupil on his subject program. Third, the attitude of the teaching staff toward their work and the counseling system is improved. Fourth, teacher-counselors may be assured to be better teachers because of their part in guidance activities. Fifth, the system insures that the best teachers do the counseling rather

than every teacher, as is the case in many schools.

Health and Recreation

Since health is a factor which conditions our success in all undertakings, personal and social, schools should place great emphasis on health as an outcome of education.

According to the Educational Policies Commission,¹⁴

For the educated person the first requirement in the field of health is an inoculation against superstition, voodoo, witchcraft, and humbug in the fields of medicine and human biology. The best serum now available for this purpose is scientific knowledge concerning the human mind and body as a functioning organism. Thus protected, the educated person looks with sturdy skepticism on the claims of the makers of patent medicines for the ills of the body and the appeals of the large tribe of pseudo-psychologists who claim to minister to the mind diseased.¹⁴

Health education must not only include knowledge of the structure of the human body, but also knowledge of how various parts operate. Instructional emphasis should be placed on the healthful functioning of the human organism. The approach should be rational and scientific. Instruction should include all the basic biological functions, such as nutrition, respiration, and reproduction. Such instruction must necessarily be adopted to the maturity and interests of the learner, and in order to be purposeful, it should eventuate in firmly established habits for healthful living.

A well-rounded program of health education must include the promotion of mental, as well as physical health; it must sponsor safety habits; it must cherish a sincere interest in maintaining

¹⁴The Purposes of Education in American Democracy, Educational Policies Commission, p. 60.

the health standards of the entire community.

Coupled with health instruction must be supplementary medical and dental services, made more positive by enlisting the cooperation of parents. V. S. Blanchard, Director of Health and Physical Education, Detroit Public Schools, writing in The Nation's School,¹⁵ suggests that greater parental co-operation may be encouraged by encouraging parents to attend health examinations when they are conducted by the school physician, by distributing informative material to parents through the school and health agencies regarding: (a) physical defects; (b) the need for periodic health examinations; (c) isolation of communicable diseases; (d) health examinations before participation in athletics, and (e) records of communicable diseases in the school, and by having problems of school and community health discussed at parents' clubs.

Closely linked with the health program is the program for recreation. Those who participate in recreational activities require a certain mental and physical equipment which can be improved through education. The development of physical skills, strength and agility necessary for participation in games and sports is an important aspect of education.

The athletic and physical education programs of secondary schools are moving slowly and tardily toward a democratic basis which serves the entire group of students rather than being concentrated on a few favored individuals who 'make the team'. This trend is wholesome; it should be accelerated and broadened.

¹⁵V. S. Blanchard, "Let's Have Unity in the Health Program" The Nation's Schools, February, 1942, pp. 36,37.

Competitive sports are a powerful and, within limits, a desirable motivating force in encouraging wholesome bodily activity, but such competition may do more harm than good if it centers on a few persons to the neglect of the majority, if it elevates winning the game over playing the game, or if the game is too rigorous, exhausting, or otherwise dangerous. Recreational training, therefore, should include in its purview the less competitive physical activities such as walking, camping, swimming, skating, and various forms of manual and creative arts.

The fact that recreative activity is as essential for adults as it is for children and youths, and the desirability of promoting common family interests, suggests the importance of giving training in sports and other activities which are suitable for both adults and youths. Games and creative activities which children and youths enjoy and which also carry over into the interests of adults, have a strong claim for attention.¹⁶

Curriculum

For many years, in theory emphasis in education had been placed upon individual rather than upon subject matter; in practice, however, much the same curriculum has been offered with the same rigid enforcement of required subject matter, with little attention to the development of the individual as a part, and important part of the community.

In the light of the basic philosophy of the principles which should underlie the American educational program and the objectives of education, Douglas¹⁷ has enumerated a number of suggestions for making the curriculum more nearly meet the needs of youth today.

1. Courses of study should be developed and so organized that they will provide all students with a balanced

¹⁶The Purposes of Education in American Democracy, Educational Policies Commission, pp. 63-64.

¹⁷H. R. Douglas, op. cit., pp. 91-101.

program for the various principle objectives of education--citizenship, home-leadership, leisure, vocation, health, and continued effective study. All programs should therefore include instruction in social studies, biological and material sciences, literature, physical and health education, and aesthetic studies and art.

2. The subjects offered in high school should be selected for a student body made up of all youths of secondary school age.
3. In schools large enough to permit it to be done economically, a sufficient variety of courses should be offered to provide an orientation in all the principle fields of human knowledge.
4. Those courses which are justified primarily on the basis of their contribution to preparation for university and college should be given in the later years of secondary education.
5. The program for youth, particularly of ages 16 to 20, should take note of the strong normal impulse to find a place in the 'real' activities of life.
6. The organization of the curriculum should not be restricted by any arbitrary standard pattern such as five-times-a-week, 36 to 40 weeks a year scheme of recitations.
7. Adequate provision should be made for a functional, cultural training.
8. A much larger proportion of the curriculum of grades 9 through 12 should be given over to the social studies--economics, sociology, and political science.
9. The school must provide effective training for vocational life. Such training must be general and basic with a view to broad application and to providing education of a sort not easy to acquire on the job.
10. The curriculum must make provision for the development of necessary and desirable attitudes, skills, tastes, ideals, appreciations, and habits.
11. The content of courses of study should not be as much divorced from their applications and relations to each other as are prevailing secondary school courses.
12. In the effort to prepare young people for adult life, the curriculum must not neglect to provide training for solving the immediate problems and difficulties of young people.
13. The curriculum need not include subjects, or aspects of them, merely because they have made significant contributions to civilization.
14. The natural interest of the pupil in his own individual welfare must not be permitted to influence unduly the program of instruction.
15. There is need for sufficient variation in lines of study so that students with peculiar talents or disabilities, interests or antipathies along literary, musical, artistic, manual, domestic, agricultural, scientific or

social lines may not only have the opportunity for study in appropriate directions but may be freed from discouraging and unpleasant failures in non-essential fields.

16. The curricula of secondary schools must be built for the needs of the great mass of youth who will not go to college.
17. The influence of the school should extend farther into the recreational life of youth. Summer camps, parks, play grounds, swimming and skating facilities, reading, social, and game equipment are necessary parts of a complete, healthful environment for youth.
18. Education for intelligent citizenship must be made the most important continuous subject in the curriculum. Comprehension of the greater social problems of this country is not to be obtained by a few short courses, but may be achieved only as the result of continued study. Instruction in the social studies should be given to every pupil every year he is in school, and there should be provided additional electives in history.

Discipline

No factor occupies a more strategic position in transforming the secondary school into an institution where students learn to live by living than that of discipline. Advocates of the progressive type of school, such as the community school, are in complete accord with the followers of the traditional school in the belief that order and discipline are characteristics of all sensible social situations; especially of learning situations. The point of variance is what is meant by discipline and how order is secured.

Certain general inclusive principles for maintaining order without suppressing interest and initiative have been formulated¹⁸. First, in as much as discipline is not a matter between the teacher and a pupil but between the pupil and his social

¹⁸ William H. Burton, The Guidance of Learning Activities,

group, the teacher's general aim should be the development within the group of a social conscience and group co-operation. Second, the teacher's general aim in the maintenance of order with special reference to each pupil should be the acquisition or cultivation by the pupil of those social ideals, attitudes, and habits which lead to self-control and responsibility. Third, in the final analysis public opinion within standards set by the group and by individuals are more effective than rules and regulations arbitrarily imposed by the teacher. Fourth, the development of group and individual standards should be recognized as a long, slow process of social growth. Fifth, this development must begin with recognition of existing standards. Self-criticism becomes the first step in the long-range program of developing new standards. Sixth, the personality of the teacher is an important factor. Pupils are usually quick to accord respect to those teacher personalities entitled to respect. Seventh, the personality of the pupil must be respected. Eighth, causes of behavior should be carefully diagnosed. Ninth, it must be recognized that, in a limited number of cases, punishment will be necessary. Finally, the outcome desired in each case is understanding and responsibility resulting in changed behavior rather than outward conformity with rules.

The most constructive approach to the problem of discipline is the establishment of more progressive types of schools. Though there will probably always be recalcitrant individuals who need special direction and guidance, improvement of the

curriculum and of teaching methods should reduce those to a minimum. The most effective methods of controlling those who do offer problems are:

patient, careful diagnosis, honest search for subtle causes, pressures and other motivations, honest effort to make punishment fit the individual and the circumstance, patient and continuous effort to develop understandings, attitudes, habits, growth toward intelligent self-control.¹⁹

Special Services

The Commission on Education for Family Life of the American Association of School Administrators, recognizing the importance of training for family life as a responsibility of public education, has offered the following practical proposals for developing a comprehensive and sound program in the public schools:

1. That the school in its program and practice shall recognize and respect the developing personality of the individual as well as the needs of society and give guidance to the home in the same direction.
2. That the school at every point shall take the home into account as a coordinate educational agent, a partner, whose co-operation is not only desirable but necessary.
3. That the content of the elementary curriculum as it becomes integrated around social studies shall include the family as a basic social institution.
4. That the secondary program which increasingly is being adapted to the needs of adolescent boys and girls shall make specific and adequate provision for their present and future needs as members of families.
5. That the adult education program as it expands for the good of the community shall assume responsibility for helping husbands and wives, fathers and mothers, as they strive to make the American home realize its fullest possibilities.²⁰

¹⁹ Ibid.

²⁰ Education for Family Life, Nineteenth Yearbook of the American Association of School Administrators, Washington, D.C., N.E.A., 1941, pp. 13, 14.

The following check-list has been designed by the Commission to help in the appraisal and improvement of local programs of family life education.²¹

- A. General administration of school system.
 1. Continuously appraise the program to discover where-
in the school may exert a more constructive in-
fluence on family life.
 2. Provide definite ways for co-operation between school
and home.
 3. Constantly scrutinize the home and community con-
ditions in which children live.
 4. Adjust or eliminate school practices which cause
detrimental physical, emotional, or intellectual
strain upon children.
 5. Utilize medical and other scientific resources in
planning a wholesome school environment and program.
 6. Provide appropriate homemaking experiences for boys
as well as girls.
 7. Provide a comprehensive program for those youth not
planning to attend college.
 8. Provide adequate supervisory and specialized guidance
of the family life program.
- B. Educational program for children and youth.
 1. Promote a common understanding and appreciation of
the institutional life of society.
 2. Promote an understanding of the values and oppor-
tunities of family life.
 3. Interpret family relationships so as to make clear
the responsibilities of all members of the family.
 4. Utilize genuine family experiences in the educational
program.
 5. Continuously adjust the school program to the inter-
ests and needs of children.
 6. Teach the applications of democracy to the every-day
affairs of home life.
 7. Give insight into the individual and social factors
which improve or destroy the home life.
 8. Provide an emotional and factual background for later
more mature instruction regarding family life.
 9. Help adolescents to adjust to new and changing as-
pects of their social environment.
 10. Promote idealism and understanding of the effect of
economic factors upon child bearing and child rear-
ing.
 11. Help youth to deal with commercial pressures and
propaganda that tend to disturb the values of family
life

²¹ibid., pp. 164-173.

12. Provide opportunities for youth to understand the satisfactions and responsibilities associated with marriage.
 13. Develop an understanding of the relationships between governmental agencies and family life.
 14. Assist youth to develop standards with regard to the needs of the consumer.
 15. Teach the principles and practices of household finance.
 15. Give experiences in the artistic and cultural aspects of home life.
 17. Provide opportunity for a study of eating habits, good values, and nutrition.
 18. Offer training in procedures in repairing and maintaining houses and equipment.
 19. Develop skill in home management.
 20. Help youth to discover home projects where in they may co-operate with their parents.
- C. Health, physical education, and recreation.
1. Promote the development of pre-school examinations for children.
 2. Protect children from un-hygienic habits and conditions during period of growth.
 3. Co-operate in movements designed to promote physical and mental health.
 4. Provide for systematic instruction with regard to the nature and care of the body.
 5. Assume definite responsibility for helping parents with sex education.
 6. Provide periodic medical examinations for adolescents.
 7. Adjust school program to the unique needs of the adolescent arising from physical and emotional changes.
 8. Encourage both teachers and pupils to take regular periods during school hours for relaxation.
 9. Assist in the development of skill and interest in leisure-time activities applicable to home life.
- D. Personality development.
1. Help children to adjust gradually and happily to social standards so as to avoid acute feelings of hostility.
 2. Encourage the maturing of emotions that have to do with family experiences.
 3. Help children to replace destructive attitudes with more constructive ones.
 4. Encourage the development of wholesome friendships, attachments, and feelings of security.
 5. Encourage wholesome parent-child understanding and affection.
 6. Develop powers of self-directed study.
 7. Provide for adequate recognition of the self-discipline and effort aspects of learning.
 8. Provide opportunity for understanding of the respective roles of men and women in society.

9. Provide counseling program for young people with personality problems.
 10. Help youth to develop wholesome standards of conduct between sexes.
 11. Develop ways of anticipating and correcting toward delinquency.
- E. Spiritual development and character formation.
1. Emphasize the ideal of service not only to self but to the social group.
 2. Provide opportunities for the encouragement of spiritual qualities and religious appreciations.
 3. Inject into scientific instruction an appreciation of the spiritual yearnings and responsibilities of human beings.
 4. Develop an appreciation of the integrity and dignity of the individual personality.
 5. Emphasize affection as a primary motive in family life.
 6. Help children to understand the importance of thoughtfulness and co-operation at home.
 7. Co-operate with parents in developing ideals and standards with regard to social conduct and recreational activities.
 8. Give attention to the spiritual contribution of marriage.
- F. Vocational and economic competence.
1. Provide opportunity for insight into the occupational and economic processes of organized society.
 2. Help youth to become thrifty and financially competent citizens.
 3. Help youth to appraise and to adjust their personal qualities in relation to employment opportunity.
 4. Offer programs of vocational training, work experience, and placement.
 5. Provide channels whereby youth may discuss their occupational interests with successful practitioners.
 6. Help youth, particularly girls, to appreciate the career values to be found in homemaking.
- G. Teacher education.
1. Provide opportunities for teachers to develop and to improve their appreciations of the role of the home in child development.
 2. Seek to improve the attitudes and procedures of teachers in their relationships with parents.
 3. Encourage teachers to allot reasonable proportion of their time to community interests and activities.
 4. Help principals to understand their strategic roles in relation to home-school co-operation.
- H. Educational program for adults.
1. Organize educational program for young non-school adults interested in preparing for marriage.
 2. Provide study opportunities under competent and well-trained leaders in clinics and conferences for married persons interested in problems of home life.

3. Develop the leadership qualities of parents and others interested in home and family problems.
 4. Provide housing facilities for child-study groups, and conferences.
 5. Facilitate the development of child-study groups, particularly in parent-teacher associations.
 6. Provide materials and outlines for parent conferences and study groups.
 7. Help parents to find better ways of attaining the goals usually sought in so-called 'sex education'.
 8. Help parents to deal with the problems of the infant, young child, and adolescent.
 9. Promote understanding of the scientific resources available for the solution of family life difficulties.
 10. Emphasize importance of principles of genetics.
 11. Develop appreciation of the satisfactions and opportunities to be found in marriage and parenthood.
 12. Assist adults to understand the necessity of proper adjustment to periods of economic prosperity and depression.
 13. Help parents to apply more intelligence in the refinement of home life through diet, recreation, and cultural activities.
 14. Assist homes in developing common interests for children and adults.
 15. Help parents to utilize home experiences as education opportunities for children.
- I. Community relationships.
1. Systematically inform board of education as to the program of family life education.
 2. Help to coordinate local agencies interested in home and family life problems.
 3. Co-operate regularly with public agencies seeking to improve or to rehabilitate families.
 4. Co-operate regularly with private and church agencies actively engaged in family welfare.

Educational Plant

If schools are to be real arsenals of democracy, they should not only work with available community agencies and groups but also become community centers in and around which teachers, pupils, parents and social, civic, and recreational agencies function.

Although representing an investment of many billions of dollars, school buildings are used on the average only about

forty hours a week for nine months of the year. Based upon the assumption that they might be used to advantage from ten to twelve hours a day for twelve months, the actual use amounts to about 25 per cent of the total time available. In almost any city and hamlet any night of the year one will find the public schools 'dark, gloomy, unused piles of brick and mortar.' They represent an enormous 'frozen' asset.²²

As a result of crises arising from the war, including the alarming increase in juvenile delinquency, the trend toward a wider use of public school buildings is gaining ground rapidly. Such problems have stimulated greatly the interest of thousands of communities in providing programs and situations for children and youth where interests can be developed under wholesome auspices. Schools have an opportunity to work with parents in developing home-centered recreation through hobbies, clubs, parties, and small-group activities; however, in many communities, youngsters need a place to go in the evening. They need the friendship, counseling, and guidance of older, understanding recreational leaders. In such communities, schools should be opened to young people weekday evenings for dances, games, discussions, shopwork, or artistic pursuits, sponsored by the schools themselves, by parent-teacher associations, youth-serving organizations, neighborhood co-ordinating councils, church federations, city recreation departments, service clubs, and many others.

For schools to meet such broad needs, buildings must be planned with such purposes in mind. These suggestions for

²² Paths to Better Schools, Twenty-third Yearbook of the American Association of School Administrators, Washington, D. C., 1945, p. 255.

equipping schools to serve as community centers are made by the Commission on Paths to Better Schools.²³

Adequate outdoor space, equipped with floodlights for twilight and night activities should be provided. Gymnasiums, large recreation rooms, cafeterias, auditoriums, kitchens, music rooms, libraries, shops, and other rooms usable for crafts, sewing, and club activities should be available for community use. Wherever possible, such rooms and facilities should be on the ground floor, grouped at one end of the building adjacent to outdoor recreation and parking areas. By so locating community recreational facilities within the school building, it is possible to limit access to other parts of the building and reduce utility and custodial costs.

Such a plan has been used with marked success in many places. The Leeds School in Sioux City, Iowa, is a notable example.²⁴

Naturally, such full use of schools will entail added costs of maintenance and repair, but such added expense will be cheerfully borne when the citizens of the community realize that the schools are their schools--the people's schools.

Summary of Possible Educative Approaches

1. The American educational program should be based upon the principle that the school, through its life and program, should promote all those physical, intellectual, and moral traits which are the substance of democracy.

2. The educative program must give to the rising generation the loyalties, the knowledge, and discipline of free men.

²³Ibid... p. 256.

²⁴Lewis G. Feik, "This High School is Designed for Community Use", The Nations's Schools, November, 1941, pp.24, 25.

3. The broad objectives of the educational program may be divided into four areas: objectives of self-realization, objectives of human relationship, the objectives of economic efficiency, and the objectives of civic responsibility.

4. Schools must become more functional, helping youth deal effectively with its problems.

5. The school should make the maximum contribution to loyal, intelligent citizenship, effective home membership, worthy use of leisure time, development of interests and abilities insuring continued learning through life, development of vocational activities, and physical health.

6. The guidance program should be advisory and democratic.

7. In a guidance program cumulative and comprehensive records should be kept, emphasizing growth and changes as well as status.

8. The guidance program should be extended, and trained personnel should be employed.

9. In-service training for counselors should be offered.

10. A well-rounded health program must include the promotion of mental as well as physical health.

11. Coupled with health instruction must be supplementary medical and dental service.

12. Closely linked with the health program is the program for recreation.

13. The curriculum must be set up to meet the needs of youth of today more effectively.

14. The curriculum should be planned for all youth.

15. Plans for instruction must be more flexible.

16. Education for intelligent citizenship must be made the most important continuous subject in the curriculum.

17. General and inclusive principles governing discipline should be formulated.

18. The schools must recognize the importance of training for family life; then a comprehensive and sound program of family life education should be made a part of the school.

19. The schools of America must become community centers, helping to meet the varied needs of youth and adults alike.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

It has been the purpose of this study to make an analysis of the types of conduct deviations of juveniles and to determine to what extent the present educational program in Dallas is contributing toward the reduction of juvenile delinquency. It has been necessary to study possible educative approaches in order to determine the possibilities for improvement of the present educative approaches in Dallas.

In view of the study just completed, certain general conclusions may be made:

1. The principles upon which the guidance program is founded appear to be sound; however, in practice, guidance in the Dallas schools does not seem to have achieved maximum efficiency.
2. The effectiveness of the guidance program might be increased by selection of personnel trained in counseling rather than by arbitrarily designating home-room teachers as counselors.
3. The visiting teacher program is a well-established agency for dealing with the causes and prevention of truancy and delinquency. Personnel of this program serves as liaison agents between the school and various community service groups.

with the result that the school, the community, and particularly, maladjusted youth profit from the co-operation thus evolved.

4. Through the extensive intra-mural sports program and the co-operation with the City Park Department better recreation is provided.

5. By the teaching of physiology and through health instruction and medical and dental examinations better health standards are being maintained.

6. Through the services of the Child Guidance Clinic mental health is promoted, and many personality adjustments are made.

7. The curriculum has been modified in some instances to meet the needs of the students; however, required subjects are still largely determined by college entrance requirements.

8. Vocational instruction is largely concentrated in one school, to which students throughout the city may be transferred.

9. The policy of appointing one principal to supervise two schools may be false economy. The expense entailed in employing a principal for each school might be less than the cost of handling juvenile problems.

10. The multiplicity of methods of handling problems of discipline seems to indicate the absence of generally accepted principles governing proper procedures in discipline.

11. The Home and Family Life Division is offering effective aid in adult education and in strengthening the home.

12. The facilities of the public schools are not utilized

sufficiently by parents and children.

Recommendations

From the findings of this study and from the conclusions made, the following recommendations seem warranted:

1. The guidance program should be strengthened by supplementing the home-room plan of guidance with a teacher-counselor system, in which carefully selected and trained teachers give, at least one hour a day to counseling under the supervision of a guidance director.

2. The success of the visiting teacher program seems to warrant its extension to cover the vacation months.

3. The physical plant of the school should receive more nearly continuous use of its facilities under the supervision of school authorities.

4. Play grounds, athletic equipment, gymnasiums, and showers should be made available for community recreation programs.

5. Modern educational practice indicates that the curriculum should be enriched to the extent that it meets the needs of the students.

6. In the light of the needs of today, it appears that great emphasis should be placed on the social studies, such as sociology, economics, geography, and political science.

7. Workshop type of education should be offered in all schools of high school level. One technical high school is not adequate to meet the needs of high school age.

8. In-service training in the general principles of dis-

cipline should be offered all teachers who need such training.

9. Student participation in formulating school policies should be encouraged with a view toward decreasing problems of discipline.

10. Training for effective home membership should be emphasized in all schools.

11. The school should become a community center, not only for youth activities, but for adults as well.

12. A study should be made in the Lullne system to ascertain what steps are necessary to make education more functional and to stimulate greater pupil interest.

APPENDIX

APPENDIX I

CHOICE CARD*
DALLAS HIGH SCHOOL

Fall

Term: 19_____

Spring

Pupil _____ Class _____

Subjects to be Taken:

English _____ History _____ Math _____

Electives: _____

Other electives, in case of conflict: _____

Total number of unit courses approved: _____

Signed _____ Date _____

*Form used by counselors to guide students in selection of subjects.

APPENDIX II

EDUCATIONAL AND VOCATIONAL INFORMATION BLANK

NAME _____ CLASSIFICATION _____
 DATE OF BIRTH _____ AGE _____
 ADDRESS _____ TELEPHONE NO. _____
 VOCATIONAL SUBJECTS STUDIED _____
 AVERAGE GRADE IN VOCATIONAL SUBJECTS _____
 AVERAGE GRADE IN OTHER SUBJECTS _____
 SCHOOL ACTIVITIES INTERESTED IN _____
 SCHOOL ACTIVITIES PARTICIPATED IN _____
 MEMBER OF WHAT CLUBS _____
 WHAT SCHOOL SUBJECTS DO YOU LIKE BEST _____
 WHAT WAS YOUR MOST DIFFICULT SUBJECT _____
 HOW DO YOU SPEND YOUR LEISURE TIME _____
 WHAT HOBBIES HAVE YOU _____
 DO YOU EXPECT TO ATTEND COLLEGE _____ WHAT COLLEGE _____
 WHAT COURSE WILL YOU TAKE _____
 WHAT VOCATION DO YOU EXPECT TO FOLLOW _____
 FIRST CHOICE _____
 SECOND CHOICE _____
 WHAT ARE YOUR PLANS IF YOU DO NOT ATTEND COLLEGE _____
 ARE YOU EMPLOYED AT PRESENT OR HAVE YOU HAD PREVIOUS EMPLOY-
 MENT _____
 AT WHAT TYPE WORK _____
 WHAT IS YOUR FATHER'S OCCUPATION _____
 WHAT VOCATION DO YOUR PARENTS WANT YOU TO FOLLOW _____
 DO YOU DESIRE WORK DURING THE SUMMER _____ WHAT KIND _____

APPENDIX III

PUPIL REFERRAL CARD TO VISITING TEACHER

PUPIL	ADDRESS	TEL.
last first middle		
CERTIFICATION	BIRTHDATE	SEX RACE
FATHER	ADDRESS	TEL.
MOTHER	ADDRESS	TEL.
GUARDIAN	ADDRESS	TEL.
DATES ILLEGALLY ABSENT		
CAUSE		

SCHOOL	Visiting Teacher	School
PRINCIPAL		
DATE		

NOTE: Do not write in box
at right. Use back
of sheet if necessary.

APPENDIX IV

VISITING TEACHER CASE RECORD CARD

PUPIL		BIRTHDATE		SEX	
RACE		CLASSIFICATION		DATE REFERRED	
WHY REFERRED					
FATHER		MOTHER		GUARDIAN	
School . Address . Telephone . Visiting Teacher . Other Agencies					
referrals to					
CASE HISTORY					
Date:					
File No:					
OTHER DATA: (School, Personal, Home)					
(OVER)*					

*Back of this card is used for the purpose of recording chronological record of pupil.

APPENDIX V

REFERRALS OF CASE HISTORY TO JUVENILE COURT

PUPIL _____ ADDRESS _____

SEX _____ BIRTHDATE _____ BIRTH PLACE _____ RACE _____

RELIGION _____ NATIVITY OF FATHER _____ OF MOTHER _____

REFERRED BY _____ RECORDED BY _____

PERSONAL HISTORY

1. Developmental history: (Significant information about infancy, periods of unusual growth, difficulty in habit formation)
2. Preschool development: (Reaction to discipline, play with toys, adaptation to other)
3. Illnesses; (Operations, accidents, other illness. Note change after illness. Note sequelae)
4. Educational history: (Age at entering school, repetition of grade, grade attained. Note conditioning factors such as frequent change of schools, special abilities or disabilities)
5. Institutional residence:

From (date) _____ to (date) _____ at (Institution) _____

From (date) _____ to (date) _____ at (Institution) _____
6. Social adaptability and conduct, estimate of mental traits and behavior. Date, results and name of previous psychological tests:
7. Environment: (Describe home conditions, physical, economic, and social; parental control; neighborhood environment and associates)

APPENDIX V--Continued

8. Parents: (Name, age, mental characteristics, school record, conduct, intelligence, mental or nervous disorder, illness, delinquencies, occupation.)

Father: (full name)

Mother: (full name)

9. Brothers and sisters: (Name, age, grade attained, conduct, work, etc.)

10. Summary and recommendations:

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