THE RELATIONSHIP BETWEEN DELINQUENCY AND THE HOME
IN LISBON SCHOOL, DALLAS, TEXAS

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THE RELATIONSHIP BETWEEN DELINQUENCY AND THE HOME IN LISBON SCHOOL, DALLAS, TEXAS

THESIS

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CHAPTER I

INTRODUCTION

Juvenile delinquency is an old problem. It has come to have high priority rating among the social problems requiring special consultation and prompt action. Juvenile delinquency results from our failure to satisfy the basic needs of children and youth -- the needs for security and for opportunity for growth and achievement.

William Healy gives this statement:

Delinquency is one small part of the total stream of the individual's life activities and in its significance represents, equally with other behavior, a response to inner or outer pressures. In common with all voluntary activities, it is one variety of self expression.¹

A child needs to share his parents' time and attention and their skills and enthusiasms, too, because he learns more by imitation than from direct teaching. Parents are more important than teachers and if they shirk their responsibility, no school system could repair the damage. The whole thing has a wider scope than mere book learning. A child learns more by imitation than in any other way, and the person he imitates most blindly and trustingly is bound

¹Augusta F. Bonner and William Healy, New Lights of Delinquency and Its Treatment, p. 3.
to be the parent. Any other training bears a certain arti-
ficiality.

Statement of Problem

The question arises, How are the homes in the Lisbon
School District contributing to delinquency? The answer to
this question is the problem for this study.

Source of Data

The data for this study were gathered from records kept
by the school, the nurse, the visiting teacher, the child
guidance clinic, and the juvenile court.

Conferences were held with the child, his parents, his
teachers, and his principal.

Much use was made of the North Texas State Teachers Col-
lege Library.

Delimitations

No attempt has been made to select children who could
be called "typical delinquents." There is no physical, men-
tal, or emotional characteristic in which they are all iden-
tical. These delinquent children are alike only in that they
are experiencing difficulties in making a satisfactory ad-
justment to their respective environments. This study is
confined to an investigation of the pupils now enrolled in
the Lisbon School. All levels of mental ability are repre-
sented.
Method of Treating Data

Following the introduction, statement of the problem, source of data, and delimitations, the treatment of the problem will be taken up as follows:

1. **Some major causes of delinquency.** -- An attempt will be made to show how home conditions contribute toward delinquency such as broken homes as a result of the war, lack of understanding of parents in regard to children of below-average intelligence, divorce, the neglected children, poverty, the only child, step-parents, the lack of interest in keeping the child well, the working mother, and the problem parents who feel it is their duty to defend their child whether he is right or wrong.

2. **How Lisbon School is attempting to meet these conditions through revision of the curriculum to suit the needs of the community, through parent education, and a more effective follow-up of the visiting teacher's findings.** -- It is recognized that both school and home need to be more on the alert for signs of delinquency and the school, when these signs are noted, should seek to secure the cooperation of the home before the child is brought into court. Efforts should be made to direct the interests of the child outside school along wholesome lines. Both the school and the community can work with the Dads' Club and with the Parent-Teacher Association in securing wholesome recreational centers, swimming pools, and the use of the playground after school hours.
Each teacher must be on the alert for signs of delinquency and should be ready to counsel with both parent and child.

3. Conclusions and recommendations.

Background

This study was made in the Lisbon School, which is located in the edge of Dallas, Texas. Before the war it was a small community made up of people of low income and not too ambitious. When the various war plants opened, financially ambitious individuals bought up acres of land in this district and built just as many houses, and as poorly constructed, as the city would allow.

People from all parts of the country began pouring in, seeking work of various kinds. Houses were scarce and they were glad to locate anywhere. So these two-, three-, and four-room houses were filled with people who were accustomed to much better ways of living, while to others it was the nicest home they had ever had. Children from cultured homes were thrown with the "riff-raff."

After the war men returning from service were not satisfied -- nor were their families -- with the prospect of going back to farms and small towns, so they took jobs in Dallas and continued to live in the same locality. Other servicemen came to Dallas and found no place to live, so the government helped to solve their problem by building quonset
villages in which none except servicemen with families were eligible to live. These huts are very unattractive and situated close together. The unit in this particular section of Dallas houses 750 families. The children of these families present problems, as they represent cross sections of education, ignorance, culture, and refinement.

A third group in the Lisbon area represents the families who own their homes and their children have been born and reared in this community.

There is as large a variety of occupations, intelligence, religion, and ways of life as would be found in any individual town of similar population.

The Lisbon School was built to accommodate 750 children, but the enrollment in 1947-1948 was near 1,500. The children were housed in the new building, the old building, and eleven portable rooms.
CHAPTER II

MAJOR CAUSES OF DELINQUENCY IN THE HOMES

Children become ill, nervous, and unmanageable delinquents not so much because of emotional conflict connected with their relation to school and home, though these most certainly contribute to the picture, but primarily because they are in confusion about the nature of themselves and of society, and because home and school have failed to find their innate abilities and a suitable expression for them.

The primary responsibility for protection of children and youth rests, of course, upon their parents. Parents are the most vital influence in the lives of their children.\(^1\)

The case-study method is an effective procedure for planning the treatment of a delinquent child because it centers attention on him as an individual and on the various forces that have acted noticeably upon him, and particularly the home. The problems of delinquent children highlight the need for doing the best job we can for all children and youth.

With the home playing such an important role in the causes of juvenile delinquency, the following questionnaire

\(^1\)Children's Bureau, \textit{Controlling Juvenile Delinquency}, Publication No. 301, p. 2.
was prepared, and by conferences with the child, with parents, and with teachers the history of fifty children was obtained. In these case studies letters will be used instead of the children's names.

Questionnaire

1. Full name of child.
2. Age.
3. Number of children in family.
4. Ages of other children.
5. Home duties of child.
6. Amount of spending money.
7. Type of shows and radio programs liked.
9. How leisure time is spent.
11. Real father and mother.
12. Age of parents.
14. Rent or own home.
15. Length of time at present address.
16. Size of home.
17. Health of child and parents.
18. Court records of father or mother.
19. Drinking in the home.
20. Congeniality of family.
21. Education of parents.
22. Where parents work -- working hours.

Broken Homes Due to the War

The war has brought to us the gravest juvenile delinquent problem in the history of our country. The relaxed parental vigil, and industrial migration have all contributed to the present rise in juvenile delinquency.²

A child whom we shall call "A" was selected for particular study on how the war has contributed to juvenile delinquency.

"A" is eight years old and in the high-second grade. He is a child of average size and appearance and is an only child. "A" had an undeveloped digestive tract at birth, and was not expected to live. At nine months he had measles and pneumonia and was in the hospital for weeks wavering between life and death. At the same time his mother was in the hospital with pneumonia and was not expected to live.

The mother is twenty-eight. Her mother died when she was six months old, leaving her rearing to an aunt, who assumed her responsibility methodically but failed to supply any motherly affections. At eighteen, "A's" mother married a boy she had known only a short time. "A" was born the following year. The mother very much desires other children,

²"Plan to Curb Postwar Juvenile Delinquency," School and Society, IX (September 30, 1944), 212.
and has experienced four miscarriages since "A's" birth. At the present time she is under a doctor's care because she is twenty pounds underweight and extremely nervous.

The father is thirty-two and works at a Safeway store. He went into military service as a cook when "A" was two years old. While the father was away, the mother began working as a waitress and left "A" with her sister, who had four children of her own. The aunt had sole charge of "A" for three years. He was very happy with the aunt and worshipped her oldest child, who is two years older than "A."

When the father returned, the family moved to Ohio, and "A" entered school. He was very happy over going to school, but his enthusiasm was of short duration. A Negro child entered his class and he refused to go to school unless punished.

"A" begged constantly to come back to Dallas and live with his aunt. That summer the family moved into the quonset village, and "A" was very happy to be near his cousin again, even though it was necessary to go for a bus ride in order to see him. In September he entered Lisbon School. When given an intelligence test, he rated ninety-seven.

In Ohio this family had a home and the mother was able to keep "A" with her all the time, but at the quonset village that was impossible. She stated that she often "petted"
him by refusing him nothing; he had more than the other children in the neighborhood, and they would often tear up his things. The mother told the home-room teacher that his background was superior to that of the other children in the village.

"A" gave no trouble for the first six weeks and then he began to make excuses to go home. He did not go home, but he played near the aunt's house until the cousin was out of school, when he would tell his aunt that his mother had given him permission to come over. The aunt "made over" him and fed him cookies.

The father believes that "A" should be whipped severely for leaving school, but the mother disagrees. She says the father has had no patience with him since returning from the service. Before the father went into the service he was very understanding and considerate. After the mother and father quarrel over the matter of discipline, the father usually goes to a tavern and comes in around midnight, not drunk but "gay."

The father thinks the solution is to adopt a child, but the mother says that they have no home and she is not physically able to take care of another child, and besides they would not know what they were getting in case of an adoption.

Toward the end of school "A" "played hockey" several days each week, and was accused of taking things at school,
at the stores, and from neighbors. It was mostly money for bus fare to go to his aunt's. The mother told the writer that the neighbors said he was the meanest child they ever saw. She was not surprised, because she did not permit "A" to associate with them. By the close of the school year "A" was doing very poor school work, but still he insisted that he liked school.

The mother and father agreed that had he not been in the service, things would have been different. The parents go to church occasionally, and infrequently to the picture show. "A" likes cowboy pictures best, and he and his cousin play "cowboy and Indian" when he goes over. The aunt's home life seems to be normal, and she never scolds "A" for coming over; that is the parents' job, she says. She says he is just one of her children.

Low Mentality of Child

The intellectually deficient will not be able to comprehend situations or learn what the laws are and will inevitably get into trouble more frequently than their more intelligent contemporaries.3

The emotionally ill-balanced "lose their heads" and yield to their impulses under provocation with resulting infractions of the law. The psychological study of delinquent children shows clearly enough what a great part low intelligence and emotional ill-balance play in bringing children

3Leta S. Hollingsworth, Childcraft, p. 221.
to court. The delinquent is one who has formed perverse habits, usually on the basis of inadequate intelligence or emotional instability and frequently on the basis of both. Since parents who create a poor environment for their children also tend to bring children of poor quality into the world, the formation of bad habits by children of inadequate endowment is frequent. Defective home discipline is found to be the frequent accompaniment of juvenile infractions. The average intelligence of the delinquent is found to be well below the norm. This is well illustrated in the case of "B," who had an intelligence quotient of seventy-nine. "B" is fourteen years of age and in the seventh grade. Her school work has always been poor. She is pretty, rather quiet, and has learned to keep her mouth shut; and if asked questions about herself, she is as brief as possible, as she is suspicious of all questioning.

Her mother died when she was born, leaving "B" and a child two years older. The father left the children with relatives until he remarried a year later.

The stepmother is now thirty-two and has three children of her own, the oldest of whom is eight years of age and the youngest, one year old. "B" seems fond enough of the stepmother and of the half-sisters. The father assumes all discipline of "B." The stepmother is willing enough to be relieved of this responsibility. She disciplines her own,
the father willingly conceeding her that privilege.

"B" says that when she does wrong, her father whips her with his belt. She does not seem to resent it, but appears to think that if she gets caught she must take her punishment -- but she must be a little more careful next time about allowing herself to be caught! She is given no allowance, but is given money for shows, and apparently has as much spending money as the average child in the neighborhood. She averages attending three neighborhood movies each week, her favorite shows being love stories. She dates as much as she chooses and loves to go dancing, usually at night spots of questionable character. Her favorite game at parties is "post office." Her best friend is Mary, who is fifteen, of higher intelligence, and with a poorer background than "B's." Mary's mother is divorced and lives in California, so Mary suggested to "B" that they run away and hitch-hike to California for a visit.

Instead of coming to school one morning, they started their trip to California. In a very short time a couple picked them up. Both the man and the woman were drunk, but the girls managed to ride with them to Wichita Falls, where they caught a ride with some men going to California. "B" said the men were "too rough," so she and Mary got out. Their next ride was with a couple who seemed interested in why two young girls were hitch-hiking. When this couple
reached Deming, New Mexico, they turned Mary and "B" over to the police, who in turn sent them to a welfare agency. They were questioned and offered a bus ticket home. They accepted the offer but ran away instead of returning home. This time they were put in jail and "B's" father was notified.

"B's" father is a carpenter and was employed on a good job at the time. He said he simply could not afford to leave his job, but that he would get some one to come for her and, anyway, a few days in jail might do her good. In a couple of days the stepmother and "B's" paternal uncle drove out after her.

"B" entered school immediately after her return and was acclaimed the heroine. Nothing was too good or any sacrifice too great for "B" in the eye of the other children. As an example, on the first test after "B's" adventure, only one word was misspelled, which fact in conjunction with a decided change in penmanship, led to investigation. It was learned that a classmate had written "B's" paper as well as her own; all "B" did was to sign her name!

About six weeks later "B" went ice skating with two other girls and "B" got in at five o'clock the next morning. She said she had had no car-fare and had walked home.

During the last month of school her attendance was very poor. She would be seen on the playground but did not
afterwards report for class. During the last week of school she came in one morning very animated and told the writer she had talked to "Jesus" the night before. She did not know in what church it was, but the people talked in a language she could not understand. "B" said she fainted and when she became conscious the police were there breaking up the service. It was twelve o'clock.

In all of "B's" escapades the father has been disinterested, stating that all "kids go through that stage and then turn out all right." He whips her each time she gives trouble because he feels that is his duty.

Divorce

Modern marriage is approaching the point where it must shortly be recognized as a failure. . . . Ignorant and emotionally unstable individuals rush headlong into what both statutory and moral laws regard as the most sacred and binding of all contracts. 4

The result is divorce and the chief product of the broken home is juvenile delinquency.

Broken homes have always been reputed to be a major cause of juvenile delinquency. They are among the most frequent or serious causes of behavior difficulties in children. A serious situation occurs when the child is forced to live with the parent who is the least desirable to him. Children do not always disclose their real feelings or attitudes toward

4A. E. Moore, "Instruction in Family Living," Nation's Schools, XXXVIII (November, 1946), 41.
their homes. Such children badly need a friend to make tangible their confused and buried desires.

In some situations the American family is rapidly deteriorating as a social entity. One by-product of this trend is juvenile delinquency, and it may shortly reach a stage where it will prove uncontrollable.

"C" will be used as an example of this phase of delinquency. She is twelve years old, is in the high-seventh grade, and has an intelligence quotient of 118. "C" was born in Alabama. Her parents were owners of a cafe and both worked in it. There are three children younger than "C." The mother is thirty-five and the father is forty-one. The parents were never too happy together -- nothing serious, but there was constant bickering over various things. Both drank at times, the father more than the mother. In the summer of 1946 the mother decided to go to Georgia and visit a friend on her vacation. She took the four children with her. The friend was divorced and suggested that all her guest needed was to "get out and go some"; so she arranged for her to meet a "nice fellow" from Georgia who also was unhappy and tired. The date proved highly successful, and in the minimum time required to obtain a divorce in their respective states, all was set for a "marriage of happiness." They decided to get away from it all by moving to Dallas. The mother brought her four children along, and the "new papa" left his three in Georgia with their mother. They
bought a neat five-room house and the father obtained a job as a chef in a "pigstand." The mother became a waitress in the same place. The children are of school age and took care of themselves. "C" entered Lisbon School in the high-sixth grade -- a small, rather dark child, but very proud and superior in her attitude toward the other children, since she felt that coming to Texas was definitely a step-down. She was unusually proud of her mother's three years of college training and boasted that her mother could have taught school but that she did not want to do so. The children accepted her because they thought she was superior to them and not because they actually liked her. She told all sorts of "stories" of the things her family had done in Alabama and of the money they had had. "C" had no regard for the truth even when the truth would have been easier to tell. Her interest in school and her good attendance record continued. Her work was flawless.

Her stepfather became homesick to see his own children, and last Christmas he went to Georgie for a visit. He found his former wife working at the fountain in a drugstore and having a difficult time making a living for the three children, who were ten, twelve, and fourteen years of age. The father suggested that he bring the children to live with him in Dallas for a while, but the mother would not consent unless she could come along, too. So the father agreed. He offered to let them stay at his house until living quarters
and a job could be found for the mother.

The present wife accepted her and the children and seemed to feel nothing but pity for her. The first wife obtained a job at a fountain in one of the hospitals in Dallas. She worked during the day while the wife and husband worked from five p. m. until three a. m.

The father's oldest child is a boy of fourteen -- very attractive though crude, and much too wise in the ways of the world. "C" entered him in school and seems to be proud of him. He is in her grade but not in the same section. Other children made remarks about him and "C" promptly defended him.

"C" began running around with the wrong set and was always found among those writing dirty words, exhibiting crude behavior, telling dirty stories, and taking what did not belong to them. "C" began staying out of school, although she always provided a written excuse the next day -- an excuse written by herself! She denied it even after it had been proved to be her writing. Due to her good mind she would influence other children to remain out of school. Parents were constantly complaining of the influence "C" had on their children. All the time she was becoming more adept in misrepresenting the facts. She was not interested in boys of her own age but wanted older boys for her friends. Boys did not care for her, but she always "managed" a date every night.
During an interview with the mother, she seemed "shocked" at "C's" conduct and said she was certainly going to have a talk with her and see that she improved. Despite her promises, however, she never got around to becoming vitally concerned regarding "C's" conduct. The stepfather said that the matter was a school problem and that it should be settled there without disturbing the parents.

In the meantime the wife and the former wife quarreled violently and blows were exchanged. The first wife, after gathering her clothes up out of the street, moved across the city, but the children remained with the father, an arrangement which was agreeable to all concerned.

The Neglected Child

Many parents are shedding their responsibilities to their children, and child care is becoming more and more of a synthetic process relegated to the day-care centers, private charities, and tax-supported institutions.

In society children are found from one extreme of a happy home with their own parents to the other extreme of having no regular home but being boarded about temporarily with or without the jurisdiction and supervision of some state-authorized agency.

The feeling of insecurity, a factor which is seldom actually recognized, may cause much unhappiness and concern to children. They find it difficult to make adjustments to
new homes, particularly among strangers, and they become 
adept in setting a standard of their own, if they are fre-
quently moved from one foster home to another.) Such was the 
case of "D."

A fifth-grade pupil, "D" had an intelligence quotient 
of ninety-four. He is eleven years old, is well built, and 
knows all the arts of making a good impression and of ap-
pealing to one's sympathy. He has a very nice personality 
and is unusually polite for his background. He came to Lis-
bon School for the first time in the fall of 1947. His in-
ability to make proper adjustments to his new school situ-
ation caused him to become a discipline problem. The follow-
ing story concerning "D" was compiled from information ob-
tained from "D" himself, from foster homes, from adopted 
parents, and from school records.

He was born in Dallas County and the family moved to 
the city of Dallas when he was quite a small boy. "D" has 
an older brother and a brother and a sister younger.

The father volunteered for overseas service and left the 
family without financial security. Struggling along for a 
while as best she could, the mother finally gave all four 
children to a Catholic orphanage. No one seems to know 
where the mother went except that she is supposed to have 
left the city.

The two younger children were adopted soon thereafter
into the same home and seemed to be happy and well cared for.

"D" and the older brother were six and eight years of age, respectively, when the mother left them. Although they were adopted into the same home, there appeared to be discord from the beginning. The foster mother developed diabetes and was unable to take care of them, but she seemed pleased to be released of this responsibility, when the children became wards of the county. They were placed in a home and the county paid their expenses. They remained in this home for a year, but when a vacancy occurred in a local institution which cares for neglected children, the two boys were placed there. While "D" was in this home his father returned from Japan and gave each of the boys two hundred dollars in Japanese money, left them, and has not been heard of since. The two boys stayed there until last June, when they were legally adopted again. The couple adopting them are in their early forties. The man works for the telephone company. They have a comfortable home and seven acres of land in truck garden, fruit trees, and some pasture land for livestock. Having lost their only child a short time ago, the mother grieves constantly for her. She was sixteen at the time of her death, and without fault in the eyes of her mother. The mother tells the boys she had hoped they could have taken her daughter's place.

The mother says that "D" does not appreciate a good home
and does not take care of his room or the furniture. He wants to do nothing except eat and play. She thinks that his salvation lies in plenty of work, regular attendance at the Presbyterian Church, and good shows of a high quality.

The father feels that they waited too long to take "D" and that he will never amount to anything. If he can keep him out of the penitentiary, then he will consider that he has done a good job with the boy.

"D's" teachers report that all he is interested in is reading. Seldom obtaining the necessary school supplies, he invariably loses them shortly after procuring them. He has a terrific temper and fights over the smallest things. If pressed, he will tell the truth, but he has no hesitation in taking anything which he sees and wants. "D" gets along well with children and is well liked. He has a very good mind, is very well informed on current news, is sweet, polite, and causes no trouble if he is permitted to read all of the time. "D's" one desire is to become a doctor, and he likes any games which require skill. Never permitting him to own guns, the mother does not even allow him to draw pictures of guns; and she does not want anyone to learn that he is an adopted son.

Poverty

Many delinquents come from families whose financial status is insecure. As a result of this insecurity a child not only may be deprived of the
necessary physical requirements of food, clothing, and shelter, which affects his adjustment vitally, but also may suffer other serious deprivations.\footnote{Children's Bureau, \textit{op. cit.}, p. 13.}

Worry of parents over finances may result in domestic discord, and this in turn deprives the child of a happy family life. Lack of money may keep him from participating on an equal basis with other children in school. "E" comes from this type of home and will be used for this case study.

"E," thirteen years old, is in the fifth grade and has an intelligence quotient of eighty-seven. He has been in and out of Lisbon School four times. In some instances he was transferred to another school in the city and in others he was transferred out of the city, but in time "E" returned. He is small for his age, underweight, has clean clothes although his body is not always clean, and has a nice personality. If he likes a teacher there is nothing he will not say in her behalf, and the opposite is true of those teachers whom he does not like. His attendance record is very poor and, when he does come, he usually leaves school without permission before the day is over. He is not well, due chiefly to undernourishment, constant earaches, and colds. He has no regard for the truth, but if it concerns someone he likes he may tell the truth, otherwise he sticks to his story. He has been in juvenile court on several occasions for taking automobile accessories. Also, he has been picked up for being on the street at all hours. When he
"plays hockey" and is questioned about where he went, he says he "just walked around." He averages seeing two motion pictures each week, his favorites being "Red Rider" and "funny" shows. He loves to watch baseball games but does not care much about playing baseball himself.

There are five children in the family, "E" being next to the youngest. At present they are living with another family in a four-room house that has no modern conveniences. They pay twenty dollars a month rent.

"E's" eighteen-year-old sister is now living with the family after experiencing two unsuccessful marriages. Also a brother twenty-two years old and his third wife and their baby live with "E's" family. The other three children are in and out of school but have not become serious problems thus far.

"E's" mother has been married three times and is now only thirty-eight years old. All of the children are by her first husband, who drank heavily and took marriage and family responsibilities lightly. They were divorced when "E" was two years old.

After the divorce the children took care of themselves while the mother worked in a laundry. She was soon remarried, but with no better success, as the husband not only drank heavily but also beat his wife and stepchildren unmercifully. Local welfare agencies and neighbors fed the children. She
divorced him after a year and soon married again. "E" was six years of age when he first entered Lisbon School with this background. The family moved in and out of the district and "E" gave no trouble until the past year. In October he took a bicycle from the playground. It was done so cleverly that the school authorities were several days persuading "E" to return the wheel.

Although his attendance was very poor, his uncertain health may have had some influence upon his irregularity at school. He ate or did not eat, as he chose, and no one at home cared. About this time the mother fell and broke her arm and sustained a serious back injury. Even when the mother was physically well, the school experienced difficulty in obtaining much cooperation from the home in solving "E's" difficulties, for she was too harassed with making a living to bother about the conduct of "E." She considered that to be a school problem, and we had her permission to handle it as we saw fit.

Since "E" had no spending money other than that which he was able to beg from his mother, taking milk bottles or "coke" bottles proved to be an easy way to obtain money for going to the show.

At one o'clock one morning "E" was picked up some distance across the city, playing with other boys and disturbing the neighborhood by kicking cans and wrestling. "E"
declared that he could have gotten away, but the others were apprehended so he came out of his hiding and went with the police.

The present stepfather seems to like "E," for they frequently go fishing together. He is an independent truck driver, an occupation which enables him to fish whenever he chooses. He is not interested in "E's" conduct, stating, "The schools ought to be smart enough to handle kids."

Only Child

The chief difficulties for the only child arise when he is old enough to be among and play with other children. At this point the attitude and practice of the parents are crucial.\(^6\)

If he is denied this contact when he enters school, it is easy for the other children to make him the victim of all kinds of social embarrassments. In the midst of all these worries he cannot concentrate upon his school work. He is often a spoiled and over-indulged individual. Being the only child in the home, he is the center of attraction there, and the sole recipient of affection and attention. If this situation is not controlled by the parents, experience demonstrates that the only child can easily become the victim of spoiling and all the unhappy concomitants that go with it. "F" is an only child and will be used in this case study.

Eleven years old and in the seventh grade, "F" has an

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\(^6\)Harry J. Baker and Virginie Traphagen, The Diagnosis and Treatment of Behavior Problem Children, p. 286.
intelligence quotient of 104. He is unusually clean, and is average looking except for a constant scowl. His physical needs are well taken care of, and if the children are asked to contribute a nickel for some project, "F" invariably brings a dime. He says his mother is afraid some one might not bring his nickel and consequently his room might not be one hundred per cent in contributing.

"F" entered Lisbon School in the fourth grade and was a problem from the beginning. He had his own ideas about right and wrong and would fight to the bitter end to defend what he considered right. His parents feel that this trait is a virtue and that the school must not discourage it. He came to Lisbon School from a Catholic school. The church school having refused him admittance the fourth year, his parents claimed it was due to the fact that the family was of a different faith and that "F" did not hesitate to point out the faults of the school and of the religion which it represented.

Aside from his fighting he is polite, has a good mind, is well read, and has all the best children's books at home and likes to share them. He is a very lonely child and wants friends; when he does find a friend, he ultimately drives him away by being too attentive and by not wanting to share him with anyone else. He has the best ball and bat to be found on the playground and chooses his own team, and
when an argument arises and the playground teacher intervenes, he immediately takes his equipment and puts it up. Possessing absolutely no idea of "give and take," he thinks that if he furnishes the equipment, he should dictate the rules.

In the classroom he tries to be "funny" and "smart," and when errors are made he laughs louder and longer than anyone else. When he is shown why he should not laugh at others, he pouts.

His greatest enjoyment is going into the first-grade room and reading or telling stories to the children. He is very good at this activity and comments on how "cute" the first-grade children are -- especially the little girls. One beginner in the school was unusually small and attractive, and "F" remarked several times during the conference about how attractive and cute she was and how very much he wished he had a little sister just like her.

Doing acceptable class work, he also produces neat home work. He constantly seeks approval, and is very critical of the efforts of others.

Better than the average in the neighborhood, the home is a very neat, well-kept five-room cottage. The father, forty-one years old, is a dough mixer for a large bakery in the city. Enjoying the making of flattering remarks to the teachers, he is loud and boisterous and visits the school too often. Believing that he has a fine son, he thinks that
nothing can stop him from going to the top of the ladder. The father hopes that his son will become the best baseball player the country has ever had. He cannot see that "F" needs help, but thinks that all boys are like that. He whips him severely when he hears about "F's" troubles, but he never talks to the child about his misconduct, admitting that he does not know what to say and asserting that the punishment is all that counts. Since the parents are of different religious beliefs, the mother takes "F" to church while the father remains at home.

The mother is thirty-five years old, very neat in appearance, and very confused on the modern ideas of child rearing. She has kept "F" in his own yard and requires him to be at home not later than thirty minutes after he gets out of school. She gives him an allowance but closely supervises how it is spent. She is active in church work, but not to excess, and "F" goes to church and Sunday school with her. When she is called to school for a conference, she starts crying because of nervousness and uncertainty and wishes for her husband because he knows how to deal with "F." She keeps as many of the boy's misdeeds from the father as is possible because she thinks the father is too severe in his punishment. Repeatedly promising to take "F" to the Child Guidance Clinic, the mother always had an excuse for not doing so. She said that the boy wants brothers and
sisters but that he had been told that he would have to improve his behavior before his wish could be realized. At home he is allowed all the privileges which he desires, and his mother feels that the school should take a personal interest in all of his problems, even to the sacrifice of the group.

Disliking him intensely, the other children have even formulated petitions to have him put out of the school. But there is something likable about him in spite of his inability to adjust satisfactorily.

Step-parents

As one follows back from the acts of aggression by the child and concerns oneself with the offender rather than the offense, one finds repeatedly a lack of inner strength, a lack of wholesome personality structure, a lack of joyousness, and a lack of belonging. (In many instances step-parents and especially stepmothers help to contribute to these children's delinquency. Oftentimes they are too young to assume the responsibilities, have children of their own, are jealous of the father's affection toward the children, and are not willing or able to adjust themselves to their new responsibilities.) "G" has a stepmother and will be used for this study.

"G" entered school when he was six years of age, and after a month in school he scored eighty on an intelligence
test. He is a clean, small, underweight child with a kidney ailment which he has learned to use as an excuse for leaving the room frequently. Possessing no sense of responsibility, he leaves his supplies wherever he tires of carrying them. Some child has to go everywhere with him or he would never reach his destination. When he is reprimanded, he apparently does not hear what is being said, but smiles and seems to enjoy being close to someone. The only class he attended on his own free will was music. He loved any form of music although he did not have an unusual voice. He would stand near the music room and just listen. His attendance record was very poor, partly because of his kidney condition and partly because he "just did not get there." His home-room teacher reports that he has a good mind, is immature, and does very poor work, partly because of his poor attendance. He takes money or anything else to which he happens to take a fancy. At first he would confess and return the articles, but toward the end of the year he would deny having taken things and would assume an attitude of defiance, when questioned.

His mother deserted her two children when "O" was three years old and his brother was two. She went to California with a man, and no one has any information as to her whereabouts now.

The father seems to be burdened with his family responsibilities. He wants his children to do right, but seems
to think that he has more important things to engage his atten-
tion than the solution of "G's" problems.

The stepmother, who is twenty-six, has two daughters by a former marriage who are the same ages as "G" and his brother. The father and stepmother now have a six-months' old baby. She married the father when "G" was five. She said that "G" would have nothing to do with her or with her children, and refused to talk unless he was whipped. But she did not blame him too much because his mother was not any good, although she was worried about the influence he might have upon her own children. Her girls were good, but she believed that she could already perceive a big difference in them. She sent her oldest daughter to kindergarten because she was bright, but "G" did not attend because he appeared to be backward and sending him would be only money wasted. The school records showed that her child was as immature as "G" and her intelligence quotient was slightly lower. The stepmother said that the father is a good man. An employee of the Austin Bridge Company, he receives sixty dollars a week.

The family lives in a four-room house, but in order to supplement the family income they rented out one room. Soon after the roomer moved in, "G" was in his room and found a gun. He began examining the gun and it accidentally went off and shot the mirror out of the vanity dresser. The
mother threatened him with the police after whipping him.

A few weeks later he went out to the chicken house, which was only a makeshift affair, and deliberately tore it completely down, although he did not seem to have any reason for doing so. Both parents whipped him this time. The stepmother is constantly reminding him that his mother was no good and that he is just like her.

The father and stepmother have no church affiliation, and "G" cannot remember ever attending Sunday school or church services. He goes to the neighborhood show alone at night. His favorite actors are Roy Rogers and Gene Autrey, who inspire him in his enthusiasm for playing "cowboy and Indian."

Toward the end of the school year "G" would not go directly home after school, and it was often dark before he would get in, having become resentful of his stepmother's punishment. She said that he had tried several times recently to burn up the house after she had punished him. In desperation, she had appealed to the school for help, stating that she had a bad boy with whom to deal.

"G" was retained, not because he could not do the work, but because of his poor attendance, which in turn produced a lack of interest.
Ill Health

The condition of the body has a great deal to do with the state of the emotions and consequently with the mode of behavior. Few people can function efficiently, either in school or in an occupation, if they are feeling definitely uncomfortable or if they lack physical energy. Children need robust health to face life's problems.7

Muscle and mind need rest and nourishment often. Parents are quick to punish children who are failing in school, or who are cross, pugnacious, and stubborn; but few parents consider, first of all, whether the children are feeling well. "H" illustrates the delinquent child as a result of ill health.

Entering Lisbon School in the sixth grade, "H" had been expelled from another school. The first year he was in Lisbon he became implicated in some sort of trouble, but these petty things were soon forgotten because of such poor attendance on his part. For each absence, however, he always brought his excuse, written and signed by his mother. The notes were barely legible because of poor penmanship, spelling, and English usage, but enough could be deciphered for the school staff to learn that "H" was sick.

An examination by the school doctor and nurse revealed that he had an unfavorable mastoid condition, poor vision and bad tonsils, and was very much underweight, extremely nervous, and a chain smoker. He had practically no finger

7Baker and Trehagen, _op. cit._, p. 122.
nails because of having bitten them off so short.

At the time of this study "H" is in the seventh grade, is sixteen years old, weighs ninety pounds, and has an intelligence quotient of ninety-two.

There are five children in the family, of whom "H" is the oldest. Next year the youngest will enter school. The other children appear to be normal, well-adjusted children. The next child, a girl, is two grades ahead of "H." Seem- ing to be very proud of her, "H" says that she has "sense" and he does not have.

The mother is thirty-seven years of age, and the father, thirty-nine. Being the children of tenant farmers, both received little education but experienced much hard work early in life. Shortly after their marriage they moved to Dallas, where the father did odd jobs of trucking, and both mother and father enjoyed life in the city. They often went dancing and learned to drink. Owning a home never entered their minds. After the children came, the mother could not go away from home as often as before, but the father con- tinued going out at night, a fact which produced much con- tention in the home. "H" took care of the younger children when their parents went out, but he was always a sickly child and much of the time should have had attention himself. The mother is now working at a cafe to supplement the family income as the father earns only thirty-eight dollars a week.
The nurse and the school doctor have tried to show the mother that "H" needs medical attention. She says that she works when she feels bad and it has not killed her, and she thinks the boy is playing off most of the time. "H" and his mother never agree, and at one of the interviews when the mother was relating some of his faults, "H" came in and only after licks were exchanged was she able to get him out of the door, which she locked to prevent his return.

The mother is determined that he receive an education so he can obtain a good position and not have to work so hard.

The father is a truck driver and a fair family man. He is good to "H" but believes that the school is too much concerned over the boy's physical condition; however, he has agreed to have his tonsils removed this summer at the free clinic. Although the father drinks occasionally, he is not a drunkard. He is a member of the Baptist Church but does not often attend services as he frequently works on Sundays. The father and mother often quarrel over money matters, the father asserting that the grocery bill is too high and the mother insisting that to prepare lunches every day for four school children requires money.

"H" realizes that he is not doing acceptable work in the classroom, so he believes that the easiest escape is to remain out of school. Attending to the milking of the goats owned by the family, he helps his father about the place in other ways. He goes to the show occasionally, especially
when cowboy films are being featured. He has a very high temper and is noisy in the hallway and in the classrooms; he is aggressive, likes to start fights, and when reprimanded, replies that he is "just hot-headed." Although he likes to play baseball, he is never able to excel at the game, and the children make fun of him because he is so small and over-age.

The mother desires to cooperate in dealing with "H," and tells the teachers to knock him down when he does not do right. She says that she is too small to punish him but that his father can.

Perhaps with "H" going to the clinic to have his tonsils removed, the parents will realize that a person can be sick and yet stay up.

The Working Mother

We twentieth-century realists have convinced ourselves that if a woman is sufficiently clever, she can simultaneously bring up a family and have a full-time career outside the home. 8

This challenge is ruining the children of those women who are demonstrating their versatility. When left with others, the child often becomes dilatory about his meals and habits and becomes sulky or outraged when things do not go his way. He resents the corrections of others. A child needs the affection and sympathy of his mother. "M" will

be used for this case study.

"M" came to Lisbon School for the first time in the fall of 1947. In the low-seventh grade, she was thirteen years of age and had an intelligence quotient of 102. She was above the average in appearance and dress. She seemed quiet and polite, but always had a sulky look. She resented anybody or anything that interfered with what she wanted to do. When she wanted to talk in class, she talked; and if reprimanded, she would say that this is a free country and that she would talk if she pleased. She was more interested in the boys than they were in her. She would manage all sorts of schemes to have dates, and if she could take someone else's boy friend, then she was smarter than the other girl. She could never be depended upon to tell the truth. She would get permission from her mother to spend the night with some girl friend and then go spend the night with another one. She slipped out of the house at night in order to have dates with boys whom her mother refused to let her accompany.

Her school work was fair, although if she could cheat on a test or copy her home work from someone else, she did so. If she were questioned persistently about her misdeed, she would finally admit her guilt and then give information about others in the class who were doing the same thing. At first her friends were among children whose conduct was
unquestionable, but she soon changed to those who constantly were in trouble either at school or at home. "M's" father died the day she was born, but the mother had worked before her birth, so it was easy enough for her to obtain work. "M" was left in another section of the city with the maternal grandmother, and she and her mother saw each other only on week-ends.

The grandmother stated that she had no trouble with "M" at all, although her school records disclosed the fact that she had been a problem before entering Lisbon School.

In the summer of 1946 "M's" mother remarried and took her daughter back into her home. The child resented the stepfather, the mother, and the fact of having to leave the grandmother. In order to help solve the problem the mother and stepfather bought a home in a new district in the Lisbon community. Having five rooms, the house is a very neat and well-furnished frame dwelling, but it is not located in a desirable residential area.

"M" loved everything about the school and the environment of her neighborhood. She chose the worst companions, both among boys and girls, and immediately became a real problem.

The mother is above average intelligence for the neighborhood and realizes that they made a mistake in buying the home without more detailed investigation. She also
realizes that those nine years when she did not have "M" with her will be difficult to make up. "M" is now thirteen, and to complicate the situation, her mother now has a small baby on whom she is expending all her care and affection in an effort to prevent the same thing's happening to it. Since her second marriage the mother has not worked. "M" does not resent the new baby, but asserts that she has her own friends and that her mother can take care of it.

"M" has had some experience with the police. Once she was picked up late downtown with some neighborhood girls and three older boys. "M's" mother thought that she was spending the night with a child from a lovely home and had not taken the time to verify the fact.

After this happened, the mother decided to send her back to the grandmother. "M" was reluctant to go, but the mother reported that that procedure had been the solution for the problem. However, the school which she entered called up Lisbon School frequently to check on factors relating to her conduct, resentfulness, and general behavior.

The stepfather seems to be a responsible sort of fellow. He is not worried, it is not his problem, and he is not willing to become entangled in it. "M" respects him very much.

This case might have been different had the mother remained in the home and cared for the child, because there is a generation between the grandmother and "M."
Problem Parents

Psychologists and sociologists have for a long time been proclaiming that one of the principal things the matter with the American home is its tendency to make the relations of parents and children too softly and smotheringly affectionate with the result that the children never get a chance to cut loose from their infantile loyalties and really grow up.9

Oftentimes there is no real love between the parents, and the mother clings to her children for emotional satisfaction and resents any sort of discipline other than what she herself administers. "L" is a good case study for the problem parent.

"L" has never attended any other school. His parents own a large, ugly, ill-kept house which seems always in the process of being made over. "L" is the oldest of four children. With an intelligence quotient of 107, he is thirteen years old and is in the seventh grade. He is nice looking, a well-built child who is conscientious about his school work; however, he is high tempered and overbearing. Owning an old Dodge car which his father gave him, he enjoys driving around and showing off his car. "L" is quite a favorite among the girls, and he conducts himself well when with them.

He dislikes for anything he says to be questioned, and should the children disagree to any great extent, he will fight; and if a teacher interferes, he runs home for his

mother. In a matter of minutes the mother is at the school. She is a large woman without culture and education. Her life is wrapped up in her children and she intends to see that no one "runs over" them. She teaches them right and wrong, and they do as she tells them, and no one is to question them. Recently she whipped a neighbor because of a misunderstanding about her children, and there is not a teacher at the school too big for her to whip, she says.

"L" possesses many good qualities, is honest, and if he can be shown wherein he is wrong, he will take his punishment and not let his mother know about it.

The ten-year-old sister is constantly in trouble and goes to "L" for aid. Not stopping to question her, he immediately takes charge of the situation and whips anyone he feels needs it and daring those in authority to take a hand.

One problem the mother took to the school's administrative office in regard to a certain teacher. Afterwards, she believed that she had caused the teacher to be discharged, but the teacher did not return to the school because she had been offered a much better position in another state. "L" frequently uses this incident to threaten the teachers.

The father plays a small part in the family life other than that of making a living. He has his own garage -- a small, incomplete affair. He is almost a dwarf in size,
and his advice to "L" is to "knock 'em down when you are right."

The mother resents any sort of conference. She always stands and glares at the interviewer and invariably ends the conference with such a comment as, "Why do all of you pick on my children? You had better not lay a hand on one of them!"
CHAPTER III

WHAT LISBON SCHOOL IS DOING TO AID THE DELINQUENT
CHILD AND HIS PARENTS

Curriculum

Last year Lisbon School was one of the few Dallas schools selected to carry out an integrated program. The first step in this program was to revise the curriculum in such a way as to keep in mind the needs of the children transferring in and out of the school.

More attention was given to factors of child growth and development in all school planning. Use was made of the child's immediate environment in providing learning experiences. The consensus of opinion was that the need and culture of children are the determining factors in curriculum content.

The newer curriculum was closer to the child's needs and interests and provided better motivation. Project activities lend themselves to social participation and thus tend to reduce the excessive individualism common wherever reliance is placed on marks and competition.

For the most part the children in the Lisbon area do not come from educated or cultured homes, and at the same time the average intelligence of the children is below the
city average. Therefore, the curriculum was varied to fit the mental level of the child rather than retarding the slow and double-promoting the bright.

The delinquent child was studied with especial care, since it was recognized that the curriculum should be sufficiently flexible to meet his needs. Some of the worst delinquents in the student body were found to be excellent patrols in the halls, on the playgrounds, and at street crossings near the school. They were willing to work on any project that would enable them to be better patrols, and the majority of them were particularly successful in this special work, being patrols above reproach. Their attendance as well as their conduct improved and there seemed to be a genuine interest in school affairs.

Some of the delinquents were good art students. They were asked at the beginning of the school year if they would like to serve on an art committee to make scenery for the auditorium programs. They were allowed to sit in on some practices to see whether they might receive additional ideas for the development of scenery. By carefully planning all phases of academic work, these pupils were brought in on the projects.

Other children were used in the office to assist on banking days. They had to be honest, accurate, and rapid workers. They were willing to do work after school to bring
up their classroom work in order to enjoy the privilege of serving as bankers. This phase of the curriculum included those children of average and above average ability as indicated by intelligence tests.

These extra assignments were given to children whose work and ability were acceptable. The maladjusted child was in the minority on the committees, but he usually felt flattered to have the opportunity of working with these other children who would do his work as well as their own in the event he did not assume his full responsibility.

Lisbon School yet has far to go in adjusting the curriculum to the child, but a marked improvement has already been demonstrated in the attitude and cooperation received from both children and parents. The child feels that he is a part of the school planning and the activities are built around his own experiences.

Use of Leisure Time

"The economic and industrial world will, in the future, increasingly require a much smaller portion of the individual's time than is now necessary for vocational endeavor."

Lisbon School is endeavoring to meet this challenge by developing avocational and recreational interests which will enable the child to live happily and profitably during

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his leisure hours. The school is attempting to help the child develop interests in art, literature, and other non-vocational cultures so that his adjustments and interests may be stable and worthwhile.

The library with its many new books taken from the life experiences of children told in such interesting ways will stimulate a child to go beyond the school library to the public library.

The local Young Men's Christian Association gives each school a certain number of free tickets to its recreational division. The school has urged all children to make use of the Y. M. C. A. facilities and many of the children have bought season tickets out of their picture-show money.

All types of games are taught on the playground and along with these games good sportsmanship is taught. When groups are together after school hours, they have a variety of games that they know how to play and from which they may choose their recreation for the moment.

Square dancing and social dancing are being taught in the upper grades, as there are many children in the school in their teens. The correct way to conduct themselves at dances and how to do well the common steps in social dancing are taught. Many of the pupils have remarked, "I do not like to jitterbug any more."

The children are urged to go to Sunday school every
Sunday. The denomination does not matter, just so the children are in Sunday school somewhere.

Lisbon is gradually reaping its reward in the part the school is doing to teach the child what to do with his leisure time.

Parent Education

When parent education was being developed on a nation-wide scale, some twenty-odd years ago, it was generally assumed that the major task was imparting new knowledge about child growth, child development, habit formation, and similar topics of interest to parents.2

With the passing of the years and the accumulation of experience, the limited effectiveness of such teaching, like factual information and specific directions, has become apparent. It is being recognized that each individual hears or reads selections that are presented, but interprets them in terms of his own beliefs, feelings, and experiences.

The Dallas Public Schools are fortunate in having such a capable person at the head of the Adult Education Department. Regular meetings are held with parents of pre-school children. Convening in the school building, these meetings may be attended by other parents than those who have children of pre-school age. The director is especially interested in those children who are having difficulty in making

2Lawrence K. Frank, "New Ways to Reach Parents," Child Study, XXIV (Summer-Fall, 1947), 104-106.
adjustments among other children, in the home, the school, or the community. Oftentimes the director has gone to the juvenile court with the parent in behalf of the child. The court willingly will let her take over and through parent education may be able to correct the difficulties in the home and in the child.

As a logical outgrowth of this study shows that parent-child relationships play such a huge part in the production of delinquent proclivities, the writer is inclined to believe that the single direct attack of greatest value may be through widespread parental education. Parents must gain insight into the fact that their own emotional attitudes, so often unconsciously motivated, as experiences and stimuli, together with the feeling life of their children are involved in any behavior problems presented. We are compelled to recognize that parent education cannot assume that it is dealing with a clean slate of ignorance. We realize that many parents are already loyal to inherited ideas and expectations and that our major task is to release them from these conflicting beliefs and practices which cause many of the parent-child conflicts and some of the warped personalities found among children and youth.

Lisbon School, through its parent-education program, is trying to free parents from obsolete beliefs by providing psychological equivalents for the older ideas and convictions,
giving parents insights into personality development and
the nature of personality and of emotional expression. Par-
ent education is effective only as it can help parents to
reorganize their existing ways of thinking and acting. This
the parent can do by the help and guidance of an understand-
ing leader.

The Visiting Teacher

The visiting teacher in Lisbon School was a playground
teacher for many years in an underprivileged neighborhood
in Dallas. She understands the needs, hopes, ambitions,
and lack of interest that make up a community such as the
Lisbon area. On the daily attendance sheet when a child is
absent three consecutive days, if the teacher is sure of why
the child is absent, she uses a code letter after the last
absence. On Friday the visiting teacher picks up the at-
tendance sheets and lists all the absences without a code
letter and every child is visited by her.

She is especially interested in the continued absence
and devotes her attention to such pupils, to home visitation,
and to consultations with parents. She functions in the role
of "assistant parent," exercising supervision over the known
pre-delinquent. Considerable tact is required in making the
home contact, for it is readily admitted that until the child
commits an overt act there is no legal backing for such su-
 pervision.
The visiting teacher helps to locate with the child, the teacher, the parent, and sometimes with the community the factors interfering with the child's use of the school. She helps the child assume responsibility for himself at school, helps the parents share responsibility for the child with the school. She represents the school in community social welfare activities.

It is necessary in many instances for the child to help with the family income, and the visiting teacher has, in several cases, aided these children in obtaining part-time jobs and to continue in school when not working.

When children are found in homes unfit, and with no hope of improving the conditions, the visiting teacher has on numerous occasions, with the aid of the court, had these children taken out of their homes and placed in accredited church schools or in orphanages. In every case these children are adjusted beautifully and are happy in their new surroundings.

A business men's club in Dallas sponsors a summer camp free to underprivileged children, in which Lisbon School is well represented. Each child may stay three weeks, and on the recommendation of the visiting teacher he may stay longer.

Health Program

Physicians generally believe that a child's future bodily resistance and constitutional type depend upon his early
health. If poor health has led to undesirable habits, attitudes, and behavior, a thorough mental and emotional analysis, with an honest facing of the facts, will surely assist in bringing a better point of view. Much has been said and written about the physical aspects of health, but there could be greater stress upon the child's psychological and emotional aspects. An investigation into a child's present health is of primary importance in diagnosing his behavior.

Much progress has been made in Lisbon School in child health education and special follow-up of results of health programs is reported. Teachers report children's health deficiencies to the school nurse. Immunization programs are on the increase and the summer roundup program of the parent-teacher association is gaining recognition. Corrective exercises are receiving attention in the physical education department.

Health is so important an objective of Lisbon education that increasing provisions are being made for its preservation and promotion and for health instruction in all grades reaching all children.

The school provides for the pupil the following essentials: a program of play, physical exercises, and instruction in the fundamentals of health and personal hygiene; a testing of health knowledge and a follow-up program; means for the physically handicapped; appropriate forms of athletics and recreation; and an effective school lunch program.
When the family income cannot meet the expense involved, the child having a remediable physical or mental defect is brought to the attention of the proper social agency by the nurse and this agency, with the parents' consent, provides the medical care needed.

Lisbon School is equipped with a two-bed clinic and various medical supplies. The nurse is in the building two full days each week. On the other days the clinic is in charge of a matron who has had two years of training as a nurse. The playground teachers and the physical education teachers are equipped with first-aid kits, and all have completed courses in first aid.

In the physical education room the children have daily health inspection and corresponding emphasis is accorded to correct posture. Every child is weighed once every six weeks. His weight is recorded and compared with the weight for the previous six weeks, and if there is a loss of weight a conference is held with the child and, if necessary, with the parent in regard to the loss of weight. Correct diet habits are stressed and charts are posted stressing a good day's menu. Free lunches are given to those who apparently are not receiving sufficient food because of the low income of parents.

A rest camp is provided for children who are not physically strong and the nurse interviews the parents of these
children and insists that they take advantage of this free service. The length of time each child stays depends upon his physical condition. All of these children return home as happier and healthier individuals and all show a marked gain in weight.

Early Discovery of Delinquency

"The work with pre-delinquents must be started early, especially between the ninth and fourteenth years of life."³

Lisbon School starts working with truants in the first grade. Children that are timid, spoiled, immature, and have not had the proper home training will often dislike school and will refuse to come to school. If forced by the parent, they will either become definitely better adjusted or they will eventually win over their parents' sympathy until they will be permitted to stay out of school for another year. This is advisable with the immature child because if he is forced in school he will likely become a truant. Usually these children "hide out" until time to go home and then meet other children who have been to school and go home in their company. The home-room teacher checks the absences each morning and requires a written excuse from the child's parents in regard to his absence. The parents' signatures are to be found in numerous places in the school records, hence by comparing the handwriting it is easy to detect

whether someone else has written the excuse.

Many times parents will shield their children if they think the children are likely to be questioned. If the attendance continues to be irregular, a letter is sent from the office informing the parents of the number of days the child has been absent during the six-weeks' period; and if irregular attendance persists following this procedure, the home-room teacher makes a call in the home in order to enter into a friendly discussion with the parents concerning the child's difficulties. Usually this is a final means and results in the full cooperation of both parent and child.

The special teachers are always on the alert for signs showing departure from the normal. If a child is over-age, overgrown, or feels ill at ease in his group, he is, if possible, placed in a group of his own age, mentality, and physical build. A group of this sort is kept small. Last year one seventh-grade section had only fifteen children in it. Two-thirds of the group were delinquents who felt inferior because of economic conditions and who were unable to do satisfactory school work because of insecurity and self-consciousness. They were given much activity work which appealed to them and served as a substitute to occupy in meaningful ways the time which had previously been devoted to "playing hockey." Time and again they expressed themselves on how much they had enjoyed school this year.
Outside Interests of Child

A survey which was made in the sixth and seventh grades in regard to the outside interests of the children revealed the fact that movies far outranked all other interests. The type of movie or who played in it did not seem to matter. The children had their preferences, of course, but they never stayed away because their favorite type of show was not being featured. The average attendance was three times each week. Most of their attendance was confined to the neighborhood shows, but going downtown on school nights was not uncommon. The boys were more interested in active sports and getting into gangs at night. These gangs seemed to be interested in "just walking around," as they stated in the interviews. Often these trips would take them across the city and they would have a police escort home. So far as the writer could learn, they would not get into trouble but would be too noisy and the hour would be late.

Both boys and girls were interested in wrestling matches, which were often re-enacted later, it appears, within the groups, and these re-enactments often led into real fights.

The school has not done very much in helping to direct the outside interests of the child. The teachers do encourage the children to see recommended shows. The various churches have been approached in regard to programs of
interest to children. The use of the library and activities of the Young Men's Christian Association and of the Young Women's Christian Association are encouraged.

P.-T. A. and Dad's Club

The Lisbon School is fortunate in having a strong Parent-Teacher Association and a lively Dad's Club. Teachers and the principal are represented at all their meetings. Through the cooperation of teachers and of the two organizations a carnival was held last fall which cleared $900.00, which was used to purchase a movie projector and a film-strip machine for the school. The board of education and the public library furnish the school with almost every available type of film. When the children know that a film is to be shown the next day, there are no truants. The ones not especially interested in the films are taught to operate the machine, and it is their duty to see that the machine is up in the dark-room and ready for use when a particular class is ready to see the film. Then it is their duty to see that the machine is put back in place after the show.

Members of the Parent-Teacher Association put on a very good comedy made up of their own talent; teachers sold tickets, the proceeds of which were used to finish paying for the public address system. When a class does something that is especially good, members of that class may broadcast to
another room or they may broadcast to the entire school. Being "on the air" appeals to all children.

When a child is found to need medical care and has no conveyance to the free clinic, transportation is furnished. The teachers furnish the names and addresses of the children after the nurse has made proper contact with the clinic.

At present the two organizations are working to obtain a community house and a paid worker, which in the opinion of the writer is the most needed project. A large swimming pool and a recreational director have been secured through the efforts of the teachers working in cooperation with the two organizations and the City Park Board.

Counseling

Although Lisbon School has no trained counselor, there are several teachers on the staff who have had experience in working with the juvenile courts and with social agencies. This, together with their college courses, has enabled them to aid greatly in counseling.

The children who are maladjusted and who cannot make proper adjustments with their poor backgrounds are placed under these teachers' observation. They are willing to tell their problems to someone if they feel that the interview is confidential and that the listener is sympathetic.

The child's school record is studied, the condition of his health is investigated, the economic status of the family
is determined, his outside interests and his use of leisure
time, and the various phases of home life that might be
causing his trouble are considered. After these records are
studied, a conference with the child is held and his side of
the story is heard. If the counselor and the child cannot
work out a practical plan, the parent is asked to join the
consultation. The child's problem is placed before the
parent in the absence of the child. If the problem is a mat-
ter of maladjustment, the parent is asked to take the child
to the Child Guidance Clinic, a well-trained organization
that has no connection with the school but works with the
child through the school.

If the problem appears to be one of health or economic
condition, the counselor suggests and even makes appoint-
ments whereby the parent may obtain help. "The teacher
counselor tries to give the individual the help he needs
for self-discovery, for understanding those about him, for
understanding the world of work about him and his place in
it."5

Teachers must know subject areas, but it is imperative
that they also know how personalities develop through demo-
cratic living at home and at school.

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5Plan of Action -- A Statement of Philosophy, Dallas
Independent School District.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Delinquency is an unhealthy condition and should be handled by modern methods -- "prevention" the objective, "cure" wherever possible.

Children's behavior has meaning, if one can find it, and is not as pointless as it sometimes appears. Children act as they do in order to satisfy their deep inner drives or needs. What we see them do or hear them say reveals only a small portion of their total personality and feelings.

Conclusions

The following general conclusions have been reached as a result of this study:

1. All children are entitled to the benefits of a wholesome home life, economic security, and medical attention.

2. Lack of wholesome outlets for young energies and other outside factors play a part in juvenile delinquency. It is all wrong to say that delinquency is all the parents' fault. Many of these parents do the best they know.

3. The school has a mighty task of helping the parent as well as the child. Confidence and sympathy must be the
keynote in dealing with the child or the parent.

4. Most parents want their children to do right but due to their complete lack of training and understanding they fail to see the child's problem and are antagonistic in attitude, resulting in similar resentment or antagonism on the part of the child.

5. The elements making up the curriculum are of utmost importance. Often the home is not interested in the child's education, and it behooves the school to make its curriculum so rich in human interest that the child will feel he must not miss any part of an activity because he is vital to its fulfillment.

6. A physically and mentally well child is much easier reached regardless of his background and surroundings.

7. When both parents work and the child is left to his own devices, he is more apt to become a delinquent.

8. Lisbon School is a nucleus in aiding the delinquent child in his relation to his home.

Recommendations

The following recommendations are based upon the result of this study and are supported by the forty faculty members of the Lisbon School as well as the school nurse, the visiting teacher, and various parent organizations interested in the problems of delinquent children which highlight the need for doing the best job we can for all children and youth:
1. Teachers must recognize the fact that individuals differ and that these differences must be provided for in every class. The teacher must try to find out what makes a child react as he does and then organize her plans so as to care for the needs of each class member. She must help to direct the outward manifestations of the inward drives of her youthful charges and in so doing keep interest, initiative, and activities flowing in the channels that will lead away from delinquency.

2. A counselor should be assigned to not more than two schools. In this way counseling and information service would be available for parents who wish advice with regard to special problems of their children. A counselor may be able to help parents understand a child's difficulties and problems. We know that parents cannot completely control their children's personality development any more than they can completely control their children's physical health. Parents should never feel that they have finally failed completely, but rather that their present obligation is to find the best professional help available.

3. A strengthening of relationship and a promotion of understanding between teachers and parents are brought about through joint meetings and activities in parent-teacher groups.

4. Every delinquent child should enroll in some church
or Sunday school activity. Such children should also be introduced into such character-building organizations as the Boy Scouts, Campfire Girls, Young Men's Christian Association, and Young Women's Christian Association.

5. The teacher's load must be lightened so that she can devote more attention to the individual. Inadequate teaching of school fundamentals results in many a delinquent.

6. Parent education should assume a position of great importance. Parents should be taught the importance of careful emotional training. Parental education should not be limited to problems of sex training but should be broad enough to include all important problems of habit training and personality growth. When early signs of delinquency are detected, parents, unless they find themselves immediately able to cope with the problem, should be educated to act as they should in a case of impending serious illness, namely, volunteer to seek and carry out the recommendations of professional service in a clinic where behavior difficulties are studied and expertly treated.

7. A health program that will include a full-time nurse should be established. Then the nurse will be able to conduct a health instruction program that will carry over from the school into daily life. Also, provisions should be made for desirable mental health for both child and parent.
8. A revision of the curriculum is desirable, to include courses in manual arts, trades and services, social living, parenthood, and domestic service, as well as a program that provides for the different groups composing its student body, varying in intelligence, in ability, in physical conditions, but united in a program for democratic living.

9. Teach the child to make use of hobbies and recreational activities, especially those stressing team-play so that his leisure time will be profitably spent. Then there should be a thorough supervision of the out-of-school training and activities of the pre-delinquent child.

10. Classes should be smaller so that the teacher may know those children who are having a difficult time adjusting satisfactorily.

11. There should be a year-round program of recreation with a well-trained and well-paid supervisor and use should be made of school property when needed.

12. The school has a definite responsibility in maintaining and inculcating a political philosophy favorable to our democratic institutions and to our way of life.

13. Demand that houses must be in a livable condition before they can be rented. All houses within the city limits should have the most common modern conveniences.

14. Schools in underprivileged areas should not have
an enrollment that exceeds five hundred children, so that the teachers may have a better understanding of the individual child, his background, and his needs.
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