IDENTIFIABLE FACTORS WHICH MAY CAUSE DELINQUENCY

AMONG CHILDREN OF ELEMENTARY AGE

IN GAINESVILLE, TEXAS

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IDENTIFIABLE FACTORS WHICH MAY CAUSE DELINQUENCY
AMONG CHILDREN OF ELEMENTARY AGE
IN GAINESVILLE, TEXAS

THESIS

Submitted to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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Gainesville, Texas

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CHAPTER I

INTRODUCTION

Statement of the Problem

It is the purpose of this study to determine the identifiable causes of delinquency among children of elementary age in Gainesville and to make proposals for more effective youth services. To do this an analysis will be made of the possible sources and causes of delinquency, a modern educational approach, and the relation between the two.

Importance of the Problem

Juvenile delinquency is a race old problem. It has a high place in the affairs of the social life of the communities of five hundred, in towns of one thousand, or in the cities. Hoover states:

As related to its population, the State of Texas is eighth in the nation in the incidence of crimes. According to the F. B. I., on a nation wide basis, thirty-one per cent of persons arrested for various crimes are less than twenty-one years of age. Therefore, the main responsibility lies in training our young people right, and this is up to the parents of Texas.1

---

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.

Floyd Starr, founder and head of Starr Commonwealth for boys, Albion, Michigan, made this statement:

In dealing with problem boys it has been my experience that the more difficult problems that come into my home for me to manage are from the village or community of 10,000 rather than the big city because the child of the smaller community has fewer educational, recreational, and vocational opportunities to keep him sufficiently busy and out of mischief.²

The chief of police and the judge of the juvenile court of Gainesville, Texas, said in interviews that they are helpless to handle any case under ten years of age and very few types of cases under seventeen years of age, because of the repealing of the Juvenile Law of 1942. They further stated that the law, itself, is vague and easily evaded. The present law is as follows:

Construction of the Act

Sec. 2. This act shall be liberally constructed to accomplish the purpose herein sought.

Definitions

Sec. 3. The word "court" means "Juvenile Court". The word "Judge" means the Judge of the Juvenile Court. The term "delinquent child" means any female person over the age of ten (10) years and under the age of eighteen (18) years and any male person over the age of ten (10) years and under

²Statement by Floyd Starr, personal interview.
the age of seventeen (17) years; or who habitually violates any penal law of this state of the grade of misdemeanor where the punishment prescribed for such offense is by pecuniary fine only;3

In addition to the number of cases found in the court record, John Atchison, judge of juvenile court, said in effect that, "Not all cases are recorded; many are not filed, so there is no record of them."4

Source of Data

The data which has been used in preparing this work was made obtainable from the school records, the superintendent of schools, the principals, a physician, interviews with the teachers, the county judge, the county attorney, the chief of police, the highway patrol, social workers, the health nurse, and the juvenile court records.

Plan of Presentation

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

Chapter II will show from authoritative sources the recognized causes of delinquency. Then a similar cause

3Vernon's Civil Statutes of the State of Texas, annotated, District and County Courts to Courts, Juvenile, Articles 2211-2460, p. 207.

4Statement by John Atchison, personal interview.
existing in Gainesville will be identified and case studies will be presented to show its existence.

Chapter III will again establish from authoritative reading proposed and accepted methods for the combatting of juvenile delinquency. A comparison will be made with these and the proposed working programs of the schools and community for combatting juvenile delinquency in Gainesville.

The fourth and final chapter will furnish conclusions and submit recommendations.

Delimitations

The case studies as proof of social situations are based on no similarity or identity in physical, mental, or emotional characteristics, nor do they represent actual delinquencies in every case so much as tendencies toward delinquency. The study is confined to investigations of pupils actually enrolled in the Gainesville elementary schools or those of scholastic age taken over a span of five years.
CHAPTER II

CERTAIN IDENTIFIABLE EVIDENCES OF
DELINQUENCY IN GAINESVILLE

The problem of juvenile delinquency in this
country is of immense importance because of its
size, because of its implication that in it lie
the earlier manifestations of all our problems
of crime, and, as the study proceeds, we are led
into the midst of human joys and sorrows, strivings
and frustrations, dreams and disillusionments, which
taken together we call adjustment to life.¹

We might not be unduly disturbed if there were not
ample reasons to show that adult crime has its beginnings
in juvenile delinquency. Society has struggled long with
this problem. Our forefathers felt its imminence and planned
to meet it with definite measures. There were three aspects
of that program in which our ancestors stressed their duty
to their children:

First: The rigid inculcation in the child,
in his earliest years, of habits of regularity, hon-
esty, sincerity, and courage, as the essentials of
living harmoniously with others and of considering
their rights.

Second: A feeling that it was incumbent upon
parents, guardians, and their vicars to provide an
adequate amount of wholesome mental pabulum for the
child. Here was an obligation on the part of all

¹The White House Conference on Child Health and Pro-
adults in the child's total environment to surround him with positive, wholesome interests so that his ideation, his mental life, could have this as raw material.

Three: A sober realization by the community's adult membership that it could ask nothing of it beyond the vision it gave through its own habits of regularity, honesty, sincerity, and courage, beyond the example it set of the acceptance of the responsibilities and privileges of living with others.²

The great humanitarian movements of the last century established juvenile asylums and houses of refuge for children who, otherwise, would have been committed to jails and prisons, or for those who were neglected or homeless. Court procedure was for the most part unmodified until the juvenile court movement of the past thirty years developed the idea of safeguarding instead of punishing the child, of providing him with the care and training which a wise parent ought to give. This idea led inevitably to a realization of the need for determining what sort of child got into trouble and why.

The aims of the last generation have profoundly influenced the treatment of juvenile delinquency. The treatment of the juvenile child still frequently violates the principles of humanitarianism and is characterized by the common sense or trial and error policy, rather than by scientific consideration of the causes of his failure to conform to the requirements of society.

²Ibid., pp. 20-21.
There are still widespread, inadequate school procedures for dealing with truancy and behavior problems; unnecessary arrests; detention in police stations and jails; juvenile courts, presided over by poorly paid judges not especially prepared or selected for children's work, and without the services of an adequate number of qualified probation officers; absence of psychiatric services; inadequate facilities for foster home or institutional care; absence of effective parole system; more important than all, lack of a well rounded and coordinated community program for the development of constructive, wholesome interests, and the early study and guidance of children presenting problems of behavior and personality. The knowledge we now have is actually applied in only a few communities and even there to comparatively small numbers of children.3

Certain handicaps and difficulties made themselves apparent at the beginning of the work of the Delinquency Committee of the Conference: (1) There exists no accurate statement as to the amount of delinquency in this country, nor whether it is increasing or decreasing; (2) there is no accurate conception as to what actually constitutes delinquency; (3) the approach has been so individual to different communities and to different leaders that there exists no general philosophy, no unified working hypothesis concerning the problem.4

Any program for dealing with delinquency must first establish the facts as to why persons are delinquent.

The committee has accepted as basic two principles that seem axiomatic, but are far from universally accepted in practice. These are: (1) reaffirmation of the idea that delinquency is a symptom, in that it is a rather naturally expected expression of some earlier, deeper or more pervasive maladjustment; (2) recognition that it is the delinquent rather than the delinquencies which requires and merits study.5

3Ibid., pp. 22-23. 4Ibid., p. 23.
5Ibid., p. 24.
Children have needs; these vary throughout the studies made in number and intensity in each individual. It is, however, possible to enumerate needs that are common to all children, and so fundamental that they may be termed basic: (1) the need for security, and (2) the need for development.

From a study of sources it would appear that the major causes of delinquency are:

1. The broken homes—A number of observers have commented on the large proportion of delinquent children from homes broken by the death, desertion, divorce or separation of the parents.

2. Poverty—Troublesome poor children are probably more likely to be referred to the authorities than children with similar behavior problems from well-to-do homes where parents can give them special protection.

3. Employed mothers—Relatively little information is available as to the influence of employment of mothers on delinquency.

4. Family background—It is generally accepted that family background is an important influence in shaping the conduct and ideals of an individual.

5. Family over-protection—The child has been so permeated with over-protection and over-solicitousness
that the freer competition of life is a source of terror and dismay to him.

6. Financial status of the family--This problem is generally accepted that family background and finances influence the conduct and ideals of any individual.

7. Lack of recreational facilities--Recreational centers built around and dependent upon lawlessness must, as far as young people are concerned, be forbidden or controlled.

Nature and Extent of Delinquency in This Community

In order to show that delinquency probably exists among children of elementary age in Gainesville, interviews were held with teachers, and parents, and a study was made of the juvenile court records.

In Table 1 an analysis is made of grades one to seven which showed the age and grade distribution of boys and girls throughout the enrollment of the four elementary schools of Gainesville, Texas; the total enrollment is 1,371. A regular pattern appeared with each grade showing that a definite number of boys and girls are from one to three years over age. This indicates a probable failure to advance at the proper rate. Interviews with principals and teachers indicate that a greater per cent of problem children come from this group than from those who have made normal advancement.
### Table I

**Age and Grade Distribution on the Basis of Original Entry of Cases Studied**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>under 6</td>
<td>11</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>105</td>
<td>98</td>
<td>203</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>33</td>
<td>35</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111</td>
<td>137</td>
<td>248</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>26</td>
<td>48</td>
<td>105</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>69</td>
<td>71</td>
<td>140</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>61</td>
<td>60</td>
<td>121</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>25</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>105</td>
<td>84</td>
<td>189</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>7</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>52</td>
<td>66</td>
<td>117</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>16</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>11</td>
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<tr>
<td>9</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>59</td>
<td>96</td>
<td>155</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>3</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>66</td>
<td>60</td>
<td>126</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>20</td>
<td>11</td>
<td>31</td>
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<tr>
<td>9</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>16</td>
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<tr>
<td>10</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>109</td>
<td>93</td>
<td>202</td>
</tr>
</tbody>
</table>
### TABLE 1--Continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>53</td>
<td>62</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>30</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>84</td>
<td>184</td>
</tr>
</tbody>
</table>

| 7     | 11  | 5    | 8     | 13    |
|       | 12  | 52   | 56    | 108   |
|       | 13  | 17   | 12    | 29    |
|       | 17  | 7    | 1     | 11    |
|       | 15  | 1    | 1     | 2     |
| Total |     | 82   | 81    | 163   |

It was found from reading that the median age for delinquent children was just over fourteen years; the median age of neglected children, on the other hand, just over seven. (Children of adolescent age have many difficult adjustments, and it is during this period that their activities begin to take them outside the home where they run afoul of the law.)

Although boys and girls among neglected children were about evenly divided, it was found from Table 1 that more boys failed than did girls.

The sources of case descriptions include as many and as varied types as the facilities afforded, in order that numbers, reasons, and points of view should be as varied and wide as possible. Thus, administrative staff, teachers,
social workers, and even juvenile court records have been carefully consulted as Table 2 indicates.

**TABLE 2**

**SOURCES OF CASE STUDIES**

<table>
<thead>
<tr>
<th>Persons Reporting Cases</th>
<th>Number of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>Four Principals</td>
<td>3</td>
</tr>
<tr>
<td>Physician</td>
<td>4</td>
</tr>
<tr>
<td>Fifteen Teachers</td>
<td>23</td>
</tr>
<tr>
<td>County Judge</td>
<td>1</td>
</tr>
<tr>
<td>County Attorney</td>
<td>2</td>
</tr>
<tr>
<td>Chief of Police</td>
<td>4</td>
</tr>
<tr>
<td>Highway Patrol</td>
<td>2</td>
</tr>
<tr>
<td>Social Worker</td>
<td>4</td>
</tr>
<tr>
<td>Health Worker</td>
<td>2</td>
</tr>
<tr>
<td>Juvenile Court Records</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As actual study of cases progressed, there seemed to be a decided division of cases according to types and seriousness of the problem. Table 3 lists 9 types of borderline cases possibly leading toward delinquency and showing numbers of boys and girls involved.

Evidence from Table 3 shows that the number of over-age children in the grades is the most common characteristic of those children showing a tendency toward delinquency. Truancy is the second leading type of the borderline cases.
TABLE 3
BORDERLINE CASES ACTUALLY STUDIED SHOWING TENDENCIES POSSIBLY LEADING TOWARD DELINQUENCY

<table>
<thead>
<tr>
<th>Types</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-age in grade</td>
<td>19</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Running away</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Malicious mischief</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Destroying property</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Window peeping</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Incorrigible child</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Truancy</td>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Kleptomania</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>10</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

A study of the child himself may reveal many problems which lead toward borderline delinquency other than those listed in Table 3.

On the basis of reports from Carroll F. Sullivant, judge of juvenile court, it is estimated that approximately 92.9 per cent boys and 7.1 per cent girls came before the juvenile court from January 1, 1926, to December 31, 1948.
The following table gives a brief resume of the types of delinquency classed as felonies and the number filed in the juvenile court over a period of years from 1944 to 1949.

**TABLE 4**

**TYPES AND FREQUENCY OF FELONIES COMMITTED BY JUVENILES, 1944 TO 1949**

<table>
<thead>
<tr>
<th>Types of Felonies</th>
<th>Number of Cases Filed in Juvenile Court</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robbery</td>
<td>46</td>
</tr>
<tr>
<td>Over $50.00</td>
<td>3</td>
</tr>
<tr>
<td>Under 50.00</td>
<td>43</td>
</tr>
<tr>
<td>Housebreaking</td>
<td>31</td>
</tr>
<tr>
<td>Sexual Offences</td>
<td>6</td>
</tr>
<tr>
<td>Auto theft</td>
<td>5</td>
</tr>
<tr>
<td>Vagrancy</td>
<td>4</td>
</tr>
<tr>
<td>Bicycle theft</td>
<td>1</td>
</tr>
<tr>
<td>Assault</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95</strong></td>
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It is interesting to note the number of juveniles involved in the various types of robbery, including thefts and burglary. Robbery is considered a very serious offense for juveniles because it is premeditated, while theft is often the result of an immediate temptation and not premeditated.

Automobile theft by juveniles is of a peculiar nature. The majority of such thefts are for an immediate pleasure of the offender rather than a possession for future disposal. It is different for a bicycle theft for the offender tried
to deface the same by attempting to remove any names in
order to exchange it for another bicycle.

Housebreaking ranks high with juveniles. The neglected
child has a craving for many things that the home or parents
can not provide, so this type of felony is an outgrowth of
instability in child and the home.

Table 4 shows the variety of anti-social acts which
confront the court for juvenile delinquents. This approach
to delinquency assumes that any child put into given situa-
tions, might become delinquent. It assumes that his be-
havior, delinquent or otherwise, is the result of the way
in which his needs have been met in his environment, and
is not an inherent part of his make-up to be considered
separately from his reaction to his whole situation.

Peer Associations

The home is the most important institution in
our social pattern today, even though the family
would seem to have lost much of its former unity
and its central position in the life of individuals.
This once great American institution is deteriorating
into something akin to a stopping place with a garage
attached.6

The child who now uses the family home as a stopping
place is moving into new groupings for other interests and
play. Clifford R. Shaw says:

6Alexander Mapp, "Youth Speaks," Progressive Education,
XXXII (October, 1945), 68-69.
The play group is a spontaneous form of primary relationship which reflects community life and is very significant in determining the attitudes, habits and standards of conduct in the juvenile. . . . the behavior of certain groups. Some gangs become so powerful in their hold on members that the patterns persist and actually dominate the community.

Gangs, employing the term as it is generally used, present a far more difficult problem than informal street groups because they tend to be composed of problem, or, curiously, boys who as individuals would not be considered problem boys, and yet, who acting in concert, form dangerous groups. Clearly, if this be true, the study of the juvenile in the association of his peers is of importance.

Recently, three juveniles in the community being studied led by an older boy of fourteen years of age committed nine burglaries in the course of a few weeks. They took articles ranging from a radio worth twenty dollars to a pair of sunglasses valued at two dollars.

The older companion's father was a drunkard, later he committed murder, and finally he was sent to an institution. The boys, after a stern lecture, were placed in the custody of their mothers.

In a second case the highway patrol officer approached a car driven by a nineteen year old boy. His companion was a ten year old boy. These boys had no driver's license, and

no papers on the car, but they did have two doctor's satchels on the back seat. When he was questioned, the older boy said the bags belonged to a brother who was in school in another town. The younger lad was dismissed, but the older one had to appear before the judge. The satchels belonged to a local doctor, the car was stolen, and the boy was turned over to the federal court.

Again three junior boys started out one night, apparently, to see what they could do. One boy had an uncle living nearby, so they went to his house and found his car setting out front. Somehow they got the car started and drove off. Presently the uncle missed the car and called the police. When the car was apprehended, the children were driving at such a rate that the officers thought it better not to excite them for there would certainly have been a wreck. Since these children seemed to be going to a nearby town, the officers went ahead of them and took them in custody in the town. The car was not damaged, so the uncle took the boys in charge for his reprimand.

If gang life which is evidently appearing among children of elementary school age in Gainesville is to be swerved in the right direction, it seems that the gangs must be handled as groups. The need is for recognition of the presence of such gangs, for the discovery of the habitat of the group, and
for the protection of the younger boy from the bad companions with whom he may come into contact.

Step Parents

A number of people interviewed, both school administrators and lay workers, as well as court records, appear to indicate that the broken home in which there is either a step-mother or step-father who is somewhere failing in carrying the load of the rearing of the child is probably one cause of delinquency in children. Yet such studies as were made in the Boston Juvenile Court and in the Boy's Court Branch of the Chicago Municipal Court thus far do not seem to be completely conclusive in proving this a cause. The following percentages were given:

A study made of 2371 delinquent children in a Boston Juvenile Court showed that 68 per cent of this number were living with one or both parents; or with one parent and a step-parent. A further study of 683 cases of delinquent children shows that 56 per cent of this total number were living with either their own parents, a mother, a step-father, or a father and a step-mother.

A third case utilizing 766 boys shows that 25 per cent were living either with one parent or a parent and a step-parent. 8

Such studies seem to indicate that lack of normal family life is a significant factor in delinquency.

These studies seem to indicate further that the lack of normal family life is a more significant factor

8 Ibid., pp. 351-352.
in the delinquency of girls than of boys. The Juvenile Court's statistics in Wisconsin also show that over 62 per cent girl delinquents came from broken homes; whereas, 40 per cent of boys came from such homes.\textsuperscript{9}

Parents, in most instances, must take the responsibility for whatever tension exists in the family, whatever quality of turmoil, disharmony, or insecurity which may prove to be a background cause resulting in delinquency.\textsuperscript{10}

Yet such striking cases as the following appear among a number of such cases studied in the schools and in the Juvenile Court’s records in Gainesville.

A father and a step-mother with the two school-aged daughters drifted into town. The step-mother was a very nervous type woman. She had no understanding of young people, and always objected when the girls wanted to go somewhere. She wasn't even pleasant with these daughters when they invited their company to the home. The father was an easy-going man, who didn't take much notice of the home affairs.

The girls were determined to have some kind of pleasures as their classmates did. However, with no guidance, they went the wrong way. They climbed out the windows when they thought the household was asleep. Authorities learned that the juveniles had spent nights in a very

\textsuperscript{9}Ibid., p. 353.

disreputable house. Investigation showed that the girls, for a long time, had haunted the beer taverns, associating with rough men who frequented such places. The two young girls appeared as hard and as experienced as the women of the streets.

The wrong influence in the home was the basic factor of the delinquency of a twelve year old boy. He had a step-mother who was so indolent that she would hardly clean the house and cook the meals. She took no interest in this boy, and when the father came from his work late in the evening, he generally had to go searching for his son.

It seemed impossible to keep him in school, and when he was there, he stole whatever he could get his hands on, for no apparent reason. He stole his teacher's bill fold, took the money out of it, and threw the bill fold away. When these things were taken into the home to be discussed for some sort of correction, the step-mother showed no interest, and, since the father was a day laborer, working late, it was almost impossible to talk to him.

One school year this boy was out and re-entered three times. When not in school he tried to influence the other children to be truants. Soon he left home and would be gone several days at a time, so the father took him out of school and put him to work.
Neglect of the home and the indifference of a stepfather caused a thirteen year old girl to have a very checkered career. The girl made this confession to the court:

I had improper relations with the boy I loved, and we started to get married, but my mother stopped us. My mother forced me to marry the present husband by threatening me with the Girls' Training School, and the boy with the penitentiary. I never loved my husband and wanted to get a divorce from him, but he would not consent to it.

One evening I started in a dump truck to town with my husband when we met the former sweetheart. He got into the truck with us, and they wanted me to go to Michigan with them on the pretense of buying a new car. I refused; and while they were away, I packed by belongings and went to stay with a girl friend until I could secure a divorce. Several of my boxes containing linens, clothing, and shoes never were sent to me.

My mother and step-father have not gotten along very well for several years, and my home has been unhappy. When my mother says I can do something, my step-father says "no," and when he tells me I can do something, she says "no." They fuss a lot, have had many quarrels, and have been separated at least twice. I quit school this year after going three or four weeks. I have been working some at a cafe at Fair Park and also worked some in the homes of some people.11

This girl, now about fifteen years of age, was placed in the Girls' Training School, Gainesville, Texas, by order of the court.

Drunkenness

Juvenile delinquency is bred in homes which are not average; in homes broken by death or divorce;

11Probate Records of Cooke County, Case No. 6202.
homes debased by criminality; drunkenness or immoral-
ity on the part of one or both parents; homes where
the bad influence of one parent offsets the good in-
fluence of the other parent; homes where parents are
too spineless to overcome the inducements of an un-
wholesome environment.¹²

A thirteen year old boy is a constant truant at school.
The home conditions give no encouragement to this child.
The father is a gambler and a drinker; he also runs a gam-
bling place in his own home. In a most polite manner the
boy can tell his school companions how to break into a house.
Also, one of his chief delights is to "jump on" small chil-
dren.

Going into the picture house one evening, he got into
an argument with another boy. Attacking him with a knife,
the boy cut through his jacket grazing the abdomen and
sides of the smaller boy.

The father does not believe in punishing his son,
neither does he want any one else to do so. The mother has
lost control of her home, and the juvenile officer has taken
charge.

We can't teach our children not to drink if we
ourselves indulge. We can't teach them not to drink
unless we ourselves are convinced that drinking is a
dangerous, unnecessary habit. We will find it diffi-
cult to teach total abstinence as long as we tolerate
billboards and magazines in which whiskey, beer, and
wine are subtly associated with all that is fine and

¹²Ernest R. Groves, Conserving Marriage and the Family,
p. 21.
desirable, as long as we allow our government to derive huge revenues from the sale of an anesthetic drug that debauches a portion of its citizens and retards human progress.\textsuperscript{13}

A second boy's statement was made to the juvenile officer:

About two months ago at night I, in company with another boy, went into a cafe. We had been drinking whiskey and beer and were just about drunk. We entered a window to get in. We departed through the back door. We took a quantity of cigarettes and some candy. Very soon I left town and went to Chicago, to Houston, and to Austin. I came to Denton and was picked up for vagrancy and was held overnight in the city jail. I went back to West Texas and my boy friend was with me. The reason I left Gainesville was I knew the police were after me. I did not want to be picked up because I was duly warned by the Highway Patrol of the trouble coming to me.\textsuperscript{14}

We devote thought, time, and money to the cure of alcoholism as a disease and do little or nothing to prevent by education the creation of alcoholics.\textsuperscript{15}

Neglect and drunkenness of a father has made one of the most undesirable homes in the town. The father separated from his first wife, married again; but that ended in divorce, also. In his drunken condition he just "took up" with a woman. The father came from a good family, so the brothers banded together and forced a marriage. From this union came two girls and a boy. The mother passed away shortly after


\textsuperscript{14}Probate Records of Cooke County, Case No. 6286.

\textsuperscript{15}Price, \textit{op. cit.}, p. 9.
the birth of the little boy, so the father has been living with the three children. The older girl, about fifteen years old, had tuberculosis of the hip bone, but was cared for by the Masons until now she hardly limps. The father received the A. D. C. fund for these children until they are fourteen years of age. He does not receive this money for this daughter because of her age. His impatience at the stopping of this money and his drunkenness caused him to whip the girl so unmercifully that she had to be placed under the care of a doctor. The court has now given her into the custody of her aunt.

The second daughter, thirteen years old, confessed to the Health Nurse that she had slept in bed with her father and another woman. The little boy, aged ten years, along with some very bad associates, broke into three elementary schools; but, though nothing was taken, it was evidenced at least at one school that silverware, fountain pens, and play ground equipment had been collected, carefully assorted, and packaged ready to be carried away as the boys were apprehended.

The boy was placed in the custody of the father until a good home could be found for the two remaining children.

The Working Mother

Perhaps the greatest threat to family life is the increasing employment of mothers in industry.
Children show their fear and feeling of insecurity by their physical reactions. There are women who bring their children to community sponsored day-care centers, but what about those who make their own plans? What of the child who is left on his own, with the door key on a ribbon around his neck? Countless children are left to more or less hap-hazard care of neighbors. Grandmothers were brought in from the country, and unhappy in the urban setting they disinterested themselves in the grandchildren, became impatient with them, and sadly neglected them.  

Mothers at work introduce a vital consideration in juvenile delinquency. The twentieth century woman has made herself believe that she can simultaneously rear a family and have a full-time career away from her home. As a result many boys and girls have been deprived of the influence of a proper home life. Some of these boys and girls have given trouble to parents and schools and have come under control of the enforcement officer.

An example of the working mother's inability to supervise properly the care of her child while she is at work is shown in the case told about by a manager of a local picture show. The efforts of three mothers to help make a living for their families resulted in placing an eleven year old girl in charge of eight children, all belonging to the three mothers. The task became entirely too great for one little girl. The mothers decided to give each child some money,

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with which to buy popcorn and candy, and placed them in the motion picture house. The older child became absorbed in the picture, so the little ones were left to roam the aisles and play in the rear of the building. The mothers returned for their children late in the evening to take them home. To overcome such an arrangement, the manager commenced to charge an admission price for every child under twelve years unless it was accompanied by its mother. 17

It is evident that the entire matter of the mother at work is of importance in considering the relation of industry to delinquency. The presence in the home of someone to supervise the growing years of the children has certainly much to do with the incidence of those conditions which are fertile soil for delinquency.

The home environment can be given for the basic cause for the delinquency of this eight year old third grade child. He is the youngest of six children. His parents completed seventh grade in school. They own a small home, but they are not able to support the family, so the older children supplement the income. The mother works when she can leave the partially blind father.

This young boy has the highest I. Q. in the room, and he could do much better work than he does because there are

17Statement by Wayne V. Wallace, personal interview.
times when he is very slow and careless. He cannot play with the other children because he is so domineering that the group will not accept him.

This boy had to play alone after school hours, or straggle off to a neighbor's home. Being tempted by a bicycle in a boy’s garage, he rode it home. The neighbor, in order to help the child, refrained from calling the juvenile officers provided the bicycle was returned in a given time.

Again this small boy was playing in another neighbor's yard when the family was away from home. Knowing that the children had money banks, he slipped into the house and stole one containing eight dollars. He hid the bank under some dead grass behind his house. Some older boys who lived nearby persuaded him to let them open the bank, and in that way returned it to the owner.

Possibly if mothers with the strength and courage to hold their families together were enable to remain at home, delinquency records in their families would be markedly different.

A fourteen year old boy turned delinquent because the parents did not hold the home together. The father drank heavily, and later on killed a man; however, he got his case through the courts on the plea of insanity. The father is now in an institution for the insane.
The mother sewed to make a living for this boy and the other children. This boy, being on his own much of the time, became involved in burglary cases. The juvenile court records show ten burglary cases and one housebreaking case against him. On the plea of his mother he was paroled to her for another chance. The mother married a short time after all this trouble, and the boy is enjoying home life once again.

Low Economic Status

A study of authoritative sources find that little statistical information is available on the subject of poverty as a factor in delinquency and crime. A further difficulty in interpreting such figures as are available as bearing upon the general problem of juvenile misconduct is the fact that troublesome poor children are more likely to be referred to the authorities than children with similar behavior problems from well-to-do homes where parents can give them special protection.

On the basis of a rough classification of economic status, Healy and Bronner reported that they found poverty present in about 20 per cent of 4,000 cases studied in Chicago and Boston. They have defined poverty as the constant struggle to make ends meet. 18

Few efforts have been made to tabulate occupations of fathers of delinquent children. Where such tabulations have been made it is shown that fathers of delinquent children are employed as laborers in a higher percentage of cases than in the total employed male population.

18 William Healy and A. F. Bronner, Delinquents and Criminals, p. 118.
Problem behavior can be understood only as the interactions of forces within the individual and those coming from his environment, resulting in an inability to withstand a serious shock or prolonged strain. Among the factors most frequently found to be conducive to maladjustment are: poverty; undesirable home conditions; mental or physical inferiority; poor habits of eating and sleeping; improper recreational outlets; bad companions; habits of substituting imaginary solutions of difficulties for attempts at overcoming them; a feeling of unworthiness; a feeling of insecurity; conflicting desires or ambitions; and a constant thwarting of wishes. None of these factors can be considered the sole and irreducible cause of maladjustment, for one asks why the youngster feels insecure or unworthy. However, it is such traits and forces as these that reduce his emotional stability and lessen his ability to stand additional shocks and strains.19

Judge Carroll F. Sullivan, addressing a local civic club, said:

The mother, the child, and the home constitute the foundation of our American way of life; yet, some youths may have a right to question the fairness of "American Way of Life." Some youths have grown shrunken and pallid, both physically and mentally, because of the lack of the downright crushing necessities of life. There are some that are reduced almost to the level of the animal in mind and body, because their greatest problem is being able to secure enough food to nourish their bodies.

As Judge of the Juvenile Court of Cooke County, Gainesville, Texas, for the past eight years, many youngsters have been before me, charged with varying degrees of offenses, nearly all of them were ragged and dirty physically, and practically illiterate.20

A case which would probably illustrate Judge Sullivan's statement is that of a father, mother, and nine children who

19Harry N. Rivlin, Educating for Adjustment, p. 105.

20Statement by Judge Carroll F. Sullivan, personal interview.
are trying to live in a two room house located in the poorer section of the town. There are not beds enough to accommodate so many, so pallets are made on the floor. The payroll is very, very low; just what the father can make on a so-called jewelry store is all these people have to exist on. There can be no privacy in such a home; the male and female children are too close together. The three older children are of school age; a little boy is in the second grade, a girl is in the fifth grade, and the older girl should be in the seventh grade. The school cafeteria feeds the two younger children, but it was impossible to keep the older girl in school. She wouldn't stay at home for she felt that there was no place for her. She was riding with two boys when one of them got drunk. She left the car and was straggling along the nearby highway when the officers found her and returned her to her home town. Later she married a tall, lanky farmer boy, but since she wasn't taught to help make and keep a home, she just couldn't do it now. She is constantly wandering away, and the officers are continually returning her to the husband.

The whole tendency in modern welfare is, and should be, toward preventing poverty. It aims to build up a man, build up his sense of responsibility, and make him self-supporting.
A family in this community purchased a few acres of land and built a little white house on the hillside. They were very poor, so poor that they had to sell much of their stock and their tractor, that they had picked cotton to buy, in order to own this little home. The furniture is very meager. The father holds a position that will barely give the necessities of life because there are several children in this family.

The mother is careless and dirty. The meager furniture is not kept; the meals are set on a bare and dirty table. The clothing that is bought is of the cheapest, so in a very short time the boys are out of shoes. There is no planning, only a hand-to-mouth livelihood.

One of the boys, about sixteen years of age, married a girl from a similar type of home. No happiness came from this marriage. One evening the wife went off in a car with two outside boys. About midnight she was tossed from a car onto the side of the pavement near the husband's home. A divorce resulted and the boy drifted from the meager home. The parents don't often know of his whereabouts.

The home has an unequalled influence in shaping the character and destiny of the child. But what kind of home can be established within the wretched walls of hundreds of dwellings in this country?
There is a boy in the fifth grade of an elementary school in Gainesville who repeated the first, third, and fourth grades. He will be advanced from the fifth grade because of his age and size. He does very poor work, seems lazy, and has very little interest in anything.

He has been before the judge of juveniles for several misdemeanors, but after a severe reproof and then some sound advice, he was placed with his parents. There is not much opportunity for this boy. He doesn't have clothes as his classmates have. The County Health Nurse provides the necessities, only.

The family moves from one place to another, always trying to find a cheaper home. The boy is constantly disrupted from his classmates.

Another boy fourteen years old, had difficulty in passing his school work because of lack of application and home encouragement. This boy is a twin, one-half hour older than his brother. The mother married when she was eighteen years of age; the father was twenty years old. The father went through the sixth grade at school; the mother, although she completed high school, gave evidence of a low mentality while in school.

The father is a butcher, but he is out of work much of the time, so he is not financially able to own a home nor give much support to the family.
Over Indulgence

Every child should have maximum freedom of expression, but when such freedom transgresses common decency or impinges upon the rights of others, it must be curtailed. Our prisons are filled with individuals who enjoyed freedom of expression without self-discipline.21

In the first case to be discussed the boy's home was very comfortable. His father provided a good living. The elements of discipline and forethought were lacking in this home. The parents had had to work hard when they were young and first married; now they wanted their son to have many pleasures in his life. He always had money to spend, but he became boastful of it. He was permitted to use the family car almost whenever he wanted it. In a short time this young fourteen year old boy began to frequent the pool halls and the gambling houses. He soon became intimate with questionable girls. His parents had treated him as a baby, excusing his boyish pranks. A firmer hand might have saved the future of this boy.

Most juvenile delinquents are the products of neglect and improper training. The actions of the majority of them are directly related to the conduct of their parents.

A second boy had it in his mind to become a doctor when he was grown. His parents and two sisters were quite

proud of him. Nothing was refused him. He spent money as he pleased, he was permitted to charge bills as he wanted to, and he went and came from the parental home as he chose. No questions were asked for all confidence was placed in this young boy. Presently he commenced to demand more money, he began to stay out later at night, and one day when he had no money, he forged a check. The juvenile officers took charge of him, and after a stern lecture he was placed in the care of his father.

Actually, children should not be called delinquent, but parents should have to bear that name. Experience shows that American parents are guilty of the lack of training of the youths, a fact which leads toward delinquency.

A young mother, wishing to carry on her social life, left her young daughter with the grandparents. These people enjoyed the social trends, also, so the child was very much neglected. She ate as she pleased and played just where she wanted to.

Near the child's home lived a little boy whose mother had deserted him and the father. This boy had to live with his grandparents who also loved the social side of life.

One afternoon while both families of grandparents were attending a social function, the little boy and girl were allowed to play together. No one was left to attend these
children, so they ran across the street to the high school. It happened, at this time, that a building was being erected on the school ground, and the carpenters had been shingling. The two children climbed to the top of this building and kicked off many of the new shingles. The superintendent of the school confronted the children with this misdemeanor, but they made a joke of it and had a great time telling him how they did it. The grandparents paid the contractor for the destruction done.

Physical Handicaps

Angelo Patri says he knows of no way to shield the odd child from the sufferings his oddity brings upon him. We are so constituted, he says that anything that marks us as different because of a physical or mental failure, even in the slightest degree, gives us secret pain. "How can we help this odd one?" One thing we must accept squarely. It is impossible to hide his deficiency from him . . . To escape he would have to be unconscious . . . It is useless to try to gloss over his trouble, pat him kindly and say, "Cheer up, you're all right." He isn't all right.22

The greatest struggle of the "odd" child among the normals, in or out of school, is to submerge his oddity and play up normal ability before his fellows. For the boy or girl who carries the cross of a major defect, the life-long battle with pride in the face of a humiliating disability makes an early appearance.

A migratory family drifted into town bringing with them a young girl with a bad back injury. The girl has used her defect as an excuse not to do her work. She is a three time failure. At present she is in summer school attempting to make up work preparatory to advancement into the next grade. She is again losing interest and failing grades are beginning to show regularly. Contact with the mother indicates that she is staying out too often and too late at night, and that she is beginning to be a trouble maker.

The influence of a father of doubtful moral character and the lack of a good home have not made life easy for this handicapped boy. He will not attend school unless he is made, so he failed his grade. When in school he is a constant trouble maker, he is untruthful, undependable, aggravating, and does not accomplish anything.

This boy is an epileptic, and has been a problem child since early life. The parents over indulged him until now they have no control. The life of this boy might have been different if he had an upright, moral father. Instead the father, a business man, had an illicit love affair with his office girl, a fact which was made public through the newspaper stories and the court proceedings. The boy has shown a mental humiliation since this tragedy of the father. The
boy hides behind his affliction, but only occasionally has a bad attack. The doctor has said his health will not interfere with any of his activities if he will submerge his feelings and try to live a normal life.

A boy, who moved into town from the country, had a checkered career. The grandfather owned a number of acres of land on which the father and his family lived. This boy knew nothing of town life; he was placed in an entirely new environment. The father secured work which kept him away from home all night, and soon began to be a heavy drinker. The mother, a very nice person, lost her contacts with the son. Now he is classified as an incorrigible. In school he is a truant, so much so that when he does make his appearance, his teachers are quite surprised. His reply to this is that he would not be there if the police had not made him.

One Saturday afternoon he and some small boys were playing on a vacant lot. In a slight squabble a younger boy bit this older boy severely on the arm. Nothing was done about the trouble at that time, but several days later the older boy had blood poison in the arm. Recovering from his illness, one morning he met the small boy again on the vacant lot. Without a word he grabbed the little boy's neck and choked him almost to death, leaving him lying in the
A neighbor boy, seeing the trouble, used his Scout's knowledge of artificial respiration until the arrival of a doctor.

The boy's actions raised a question as to his mental condition. Further investigations show a definite strain of insanity appearing frequently in the family through at least two generations.

Broken Homes

In 1917 the divorce rate in the United States reached the startling proportions of 3.6 per thousand of the total population, the highest in the history of this country. The report reveals that 626,000 American couples were divorced.23

Between 80 and 90 per cent of child criminals, the average age of the worst of them is nineteen years, are victims of divorce conditions. The united parents seem to form a barricade against the evil that surrounds the home. When the home is broken by death or destruction, or divorce, all the forces that prey on the weak and helpless rush to carry off another victim. The divorced or widowed mother who works out is, out of necessity, virtually a stranger to her children. Other people have their care and upbringing, or they are placed in the most convenient institution or school so they will be out of everybody's way, but the need of the child for his mother and father goes far deeper than that.24

Often one of the results of divorce and products of the broken home is juvenile delinquency. Many homes are broken, and children who are victimized have very little chance to


24 Ibid., p. 52.
live a normal life. A serious condition arises when the child is forced to live with relatives who are very undesirable. A child's nervous system may be so completely upset that his life may be endangered. Such a child needs a friend to help relieve such a confused and distorted condition.

The American home is rapidly deteriorating as a social unit in many cases. The child is deprived of his social status, and there is not much respect for divorced parents, for infidelity or for desertion.

The first case to be studied is an example of the only child type. He is ten years old and in the first grade. The father and mother never permitted him to enter a public school. They believed that this kind of school was by far too expensive for them to undertake for their child. His father was a day laborer. He did what work came to hand, and often, there was no work to be done. The boy spent much time sitting atop his father's small hauling truck.

The home was squalid; occasionally there was not enough food to satisfy three hungry appetites. Discord and quarreling started between the father and the mother. Divorce followed, and the little boy was placed in the home of an aunt, the mother's sister. This so unnerved the child that he was quite ill from a nervous, upset stomach. He vomited
on the slightest occasion and from almost any kind of food taken. The aunt placed him under the care of a doctor whose directions were that he must have childhood associates.

When the stomach condition grew better, the boy was placed in the public school in the first grade. At first he attempted to tear up almost everything. If he could get the children's papers, he tore them up; if he could get hold of the playthings, he would attempt to throw them away. The teacher, a very efficient, tactful person, handled him with care, love, and gentleness. The little fellow was starved for affection. By the time school closed, he was very much less nervous; he had learned to write a little; and he could do a bit of number work.

Another product of this trend of juvenile delinquency probably springing from the broken home was a boy whose parents were in very good circumstances. The father was sexton of the cemetery, and doing a very nice piece of work. There were three children in this family—two boys and a girl. Suddenly, one day this father left his job and deserted his family, going to California. The mother remained at the home. The older boy secured work and tried to hold the family together—a very hard task. The girl was in high school; but, by being tardy so many mornings, and by playing truant,
she eventually failed. The younger son began to give trouble; so the father realized what was happening in his former family. He returned to the home and begged to re-marry the mother; however, by this time the mother was quite interested in another man. A marriage culminated this courtship. The daughter went to California and married out there. The young son continued in delinquency. He stole almost anything he could find; the court records show nine cases against him. He has now joined the navy with the consent of the mother.

Delinquency continues to make progress from the broken home. A little nine-year-old boy is another product of this home condition. The parents were divorced; the mother took the child and worked very hard at odd jobs to support them both. The boy did not have the playthings which other children had; neither did he have the necessary articles for his school work. He soon began to steal knives and fountain pens from his classmates. It seemed impossible for the teacher and her principal to catch the one who was doing this deed. A neighbor across the street from the school building called attention to the fact this particular boy loitered around the building each evening after school and dug in the sand pile. Upon investigation the little boy confessed that he stole articles at the recesses and hid them in the sand. The
teacher did not administer punishment but took the child into her confidence and that very act became a secret between them. She talked to him and did her best to lead him into the right way. He is now in an advanced grade and very often pays a visit to this former teacher.

This chapter has attempted to point out some of the commonly recognized factors in the cause of juvenile delinquency. In each factor described, cases related to these possible causes have been mentioned to show that these recognizable factors operate in this particular community.
CHAPTER III

PROPOSED AND WORKING PROGRAMS FOR
IMPROVED YOUTH SERVICES

The guarding of American democracy may require powerful armies, navies, and air fleets; but armies, navies, and air fleets are not enough. If democracy is to save itself, it must do far more than appropriate billions of dollars for military defense, build tanks, airplanes, and battleships, master the correlated military skills and knowledges. It must also establish a sound economy, put the unemployed to work, release the energies of technology, conserve the natural resources and give to all a sense of security. But this also is not enough. The defense of democracy is far more than an economic question. In the last analysis it is a moral and spiritual question—a question of the values and ideas to be defended and applied to life. It is a question of the education of free men, broadly and fundamentally considered.¹

All this means that the American people should give as close attention to the moral quality of their educational program as the dictatorial regimes of Europe have given to theirs. The system of theory and practice should be brought under careful scrutiny with the thought of bringing it into a more complete and direct harmony with the articles of the democratic faith. The present education should be fashioned in the spirit of that faith, it should be devoted to its defense, and it should be designed to prepare the children

¹Educational Policies Commission, The Education of Free Men in American Democracy, p. 50.
to guard, to live in, and to develop a free society. An education should be designed to give the rising generation the loyalties, the knowledge, the discipline of free men. In other words, the American public school, through its life and program, should foster and strengthen all the physical, intellectual, and moral traits which are the foundation of a democracy to incorporate into the behavior of boys, girls, and youths the great patterns of democratic living and faith.

According to the Educational Policies Commission:

Such a program will give the on-coming generation the loyalties, the knowledge, the discipline of free men.

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 untrammelled discussion, criticism, and group decision.
Fourth, to the ideal of honesty, fair-mindedness, 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.
Seventh, to the supremacy of the common good.
Eighth, to the obligation to be socially informed and intelligent.²

An Adjusted School Curriculum

All these many years emphasis in education has been

²Ibid., p. 55.
placed on subject matter instead of upon the individual. About the same curriculum has been offered with the same required subject matter, and very little attention has been paid to the individual. Unless he has fitted into this curriculum, he will lag, fail, and possibly fall out entirely.

The extent and nature of individual differences in children have been known for a long time, but school programs are very slow in adapting instruction to the individual. As stated in Kiplinger Magazine:

No one is wholly satisfied with what the schools are teaching and how they are teaching it. Even the best schools among us have too many deficiencies as individuals and citizens. Too many of our young people are receiving an obsolete education."

J. O. Mahoney says:

I do not know of a single educator of recognized standing who has ever suggested that the three "R's" were unimportant or should be deleted or minimized in the elementary school. The three "R's" continue to be an important responsibility of our elementary schools. In view of the many legitimate new demands on elementary school programs it appears evident that the curriculum of the elementary school can no longer continue to consist of "fields of knowledge" as represented by the separate subjects. The curriculum must be rebuilt, not in terms of subjects, but in terms of educational tasks to be performed. We can not go on with separate subjects. We must plan a curriculum which will enable children to achieve the objectives regardless of the so-called organized fields of knowledge. We talk about minimum essentials for everyone, achievement

3"Our Poor Schools," Kiplinger Magazine, XXXI (September, 1948), 9-10.
standards of all types for each grade. This must be put into practice.4

Paul R. Pierce, in his "Shaping the Curriculum of Youth," says that parents may be enlisted to take part in curriculum work, class and assembly sessions, and in the Parent-Teacher-Student Association. Each teacher may make it her goal to have at least one conference with a parent of the pupil each semester regarding the pupil's progress in school and home living. Special efforts may be made to acquaint the parents with the purposes and procedures of the learning fields.

To capitalize the services of key citizens, representatives of important community agencies, such as churches, social centers, department stores, newspapers, playgrounds, and labor unions may be listed to address assemblies, work on curriculum committees, assist teachers in getting pupils to join community youth organizations.

Each unit of the core curriculum deals with the improvement of the community, since it deals with high grade living in school, home, and community, and since parents and other community members assist in guiding pupils effectively to carry out the activities of the unit.

The curriculum may be extended into the summer vacation by having each pupil make out, in a personal period with his home room teacher, a schedule of vacation activities. The activities carried out, whether work experiences, camping or hostel trips, may be recorded and credited to the pupil as an integral part of his curriculum.

In the home room, the pupils actively conduct the sessions in parliamentary procedure in order that they may experience the handling of their own affairs.5

Through the year of 1949 the Gainesville school system was organized in elementary schools—grades, 1-7; junior high, 8-9; senior high, 10-12; and junior college. Teachers were

4J. O. Mahoney, "A Layman's Diagnosis of Juvenile Delinquency," Texas Outlook, XXVII (December, 1948), 46.
assigned, as far as possible, to grade assignments with no
departmentalized work whatsoever, thus leaving the way
open for teaching fields of study instead of subject matter.

Departmentalized work is set up only in the mathematics
field since the principal serves as part-time teacher and
principal. This leaves the field open for the individual
teacher to work at will on fields of instruction rather than
subject matter instruction.

The failure to use fields of study seems to be caused
by the fact that there is no direct plan for integration of
work either within the single elementary school, or in all
the four elementary schools in the city. The problem would
seem to be a lack of realization of the curriculum problem
which may be caused (1) by the fact that within the Gaines-
ville school system there is only one of the four elementary
principals, who has received training in the elementary
field; (2) there is no system of coordination between grades
or between schools with the view to developing proper cur-
riculum; (3) it is still a problem in Gainesville schools
that the teacher is placed in elementary grades regardless
of previous training and experience; thus the work suffers
from lack of trained personnel.

The subject matter which is taught consists of the
traditional subjects: arithmetic, English, geography,
spelling, science, and the other traditional subjects. Integration of work depends on the individual teacher's initiative. In some instances the parent of a failing child is appraised of such failures. But a system of regular conferences with the parent is not observed. Occasionally, there is an assembly which utilizes the services of a pianist or a preacher or a prominent citizen, but there is no organized effort to make use of key community agencies.

There was one poorly supervised effort at summer recreation which was discontinued because of destruction of school property. Since that time the schools have done little or nothing to further, to supervise, or to recognize the student's vacation activities.

Gainesville schools still have much to do:

1. To develop in all children a high degree of skill in the use of the three R's, including the ability to read, to express an opinion clearly, to deal accurately with numbers and measurements.

2. To discover and develop the talents of each individual.

3. To emphasize social responsibility.

Gainesville curriculum in all the elementary schools is essentially the same as it has been for many years. The
integrating and broadening of the subjects is in the hands of the home room teacher.

There is little opportunity for adjusted group work; as a result the non-scholastically minded child becomes maladjusted, so he may become a problem child. There is almost no equipment for any laboratory or hand work, so, again, the child who likes to do handwork more than the traditional subjects has very little opportunity for correction or adjustment. The library facilities are very meager even for actual classroom work.

With such handicaps, Gainesville's curriculum in the elementary schools does little to aid the problem child.

Alleviation of Teacher Load in the Elementary Schools

The biggest curse of education today is the crowded classroom. Education in the long run is determined by the effectiveness of the impact of one teacher upon one pupil. If this impact is to be the best, the teacher must be associated with a small enough number of students in school so that each can know the teacher as an individual and learn to live with her. The teacher must also be able to know each pupil as an individual so as to guide his activities toward strengthening his weaknesses and improving his ability in areas where it is already good. If this is to happen, the
teacher load must be measured in terms of the number of individuals that one teacher meets in one day.

The criteria for determining the size of a class are quite simple, and almost self-evident. The class should be small enough to allow the child to function as an individual; it should be large enough to afford him the protection and security of the group. 6

Most elementary schools operate five hours a day for five days a week; this means in effect, three hundred minutes a day or fifteen hundred minutes a school week. It means also that under a separate subject matter curriculum various subjects must be scheduled, such as reading, literature, language, spelling, penmanship, arithmetic, science, geography, history, health education, music and art, and in addition such routine activities as morning exercises, conferences, relaxation recesses, and dismissals—all within the daily or weekly time allotments.

It is neither feasible nor sensible to expect that a school system subscribing to such a compartmentalized program can expect thorough or satisfactory work of its teaching personnel. It is impossible to schedule adequately or to teach effectively fourteen or more separate subjects in three hundred minutes a day. In systems in which a highly compartmentalized program is in operation, teachers and pupils alike are beset by uncertainty and confusion. Under such a mechanistic approach to instruction, the teacher's enthusiasm and the challenge of the working day, as well

as the richness and fullness of the learning experience, are forever lost. 7

Eliminating certain of the subjects will not solve the problem. In the complex society in which we live all that is old and valid and all that is new and necessary must be retained. Generally each new subject added to the curriculum is incorporated because it has been discovered to be valid and essential.

Only through a fusion of related subjects is there a hope of retaining knowledge and teaching effectively. This will not mean doing away with separate subjects entirely. It means that, where essential skills are unrelated to any broad area of learning, they must be taught as separate subject matter skills.

In the public schools of Holyoke, Massachusetts, each teacher is given as a guide a special time allotment form. The form specifies that the elementary school program shall be in suggested numbers of minutes a week. The program emphasizes the following divisions of learning: (1) reading and language arts, (2) meaning and use of numbers, (3) experiences in social living and (4) matters of school routine. The first area includes reading, literature, language, spelling and penmanship; the second includes number experience; the third consists of science, the social studies, health and safety education, music and art, while the fourth makes provision for morning exercise, conferences, relaxation recesses, and dismissals. Teachers are encouraged to fuse related subjects in teaching-learning units. 8

8 Ibid., p. 44.
In his article on "Over-crowded Classes and Child Delinquency," Irvin R. Kuenzli states:

In 1940 the Permanent Committee on Education of the American Federation of Labor, after making a thorough study of the educational needs of the country in relation to national defense, published and sent to all affiliated bodies a five-point Educational program. One of the recommendations in this program was that no class in the public school should have more than twenty-five pupils. This does not mean an average of twenty-five pupils, but that twenty-five should be the maximum number for any class. There are thousands of classes in the public schools of American cities which have an enrollment of forty or fifty, even more. In educational meetings in many states of the union, classroom teachers have complained of over-sized and over-crowded classes as one of the most serious handicaps in the education of children. In many instances I have talked with classroom teachers who are compelled to teach forty to fifty little children in the primary grades, where instruction is very difficult and tedious.

Recently, I had an opportunity to talk with Mr. Edward Stullken, principal of the Montefiore School for Problem Children, in Chicago. To this school are sent children who are such bad discipline cases that they can no longer be retained as members of the regular school. Mr. Stullken stated that in dealing with these children classes should average around fifteen members and in no case should exceed eighteen. Mr. Stullken pointed out that the problem of child delinquency could best be solved in the schools by providing (1) smaller classes, (2) more specialized services from experts such as a psychiatrist, consultant, vocational experts, etc. In discussing the development of the youthful crime, Mr. Stullken indicated that there are three stages which are so common as to form a general pattern:

1. The child's first offense is dissatisfaction in school, misbehavior in the classroom, and then truancy.

2. Truancy leads to such activities as junking, petty stealing, shop-lifting, purse-snatching, jack-rolling, auto-stripping, and auto-stealing.
3. These activities lead to armed robbery, larceny of person, and possible murder. These are steps from the dissatisfied child in the over-crowded classroom to the habitual and hardened criminal.9

Table 5 shows that there is not a teacher who does not have more than the maximum load of thirty pupils, which has been the basis until the passage of the Gilmer-Aiken bill.

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<td>SUMMARY OF CLASS SIZE IN FOUR GRADE</td>
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<td>SCHOOLS, GAINESVILLE, TEXAS</td>
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<td>1948-49</td>
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<td>Lee</td>
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In the fifth grade in Lindsay School two teachers are handling thirty-five children each. There is an overflow in the sixth grades to the extent that one teacher with a group of thirty-five children was placed in the Junior High School during the 1948-49 school term.

Though conscious of the situation the administration found no classrooms available nor money with which to procure teachers for that session. This left teachers in elementary schools of Gainesville, the minimum, or no time at all, for counseling, guidance, and other needed contacts. There is a definite effort being made to alleviate this problem by changing the school organization to a "6-3-3-2" plan. This frees one classroom in each building for an additional elementary teacher. In addition, one new elementary building is under construction although it will not be available for use until 1950-1951. This building will provide twelve classrooms and will aid materially in easing teacher load.

Overloaded teachers, who have so many students that they cannot give proper time to the preparation and to the classroom work for the individual child, find themselves with little or no time for counseling, guidance or study of the normal child, much less the closer and more skilled study to aid and direct the problem child. Gainesville needs either a counseling system or a less heavily loaded classroom teacher, or both, who can give interested and intelligent study to the problems of the individual child. In this manner the normal child may be kept normal and the problem child may be given the needed assistance.
School Guidance and Visitation Program

A guidance program representing a significant emphasis in the educational program has developed for the pre-school children. To provide for this guidance and adjustment of individual pupils, the primary teacher studies every child as he enters the school system. Emphasis is placed upon the study and adjustment of each individual during his earliest years in the hope that later more serious problems will be avoided.

The guidance clinic represents an attempt to assemble, appraise, and utilize all reliable information on the physical, psychological, and emotional condition of a child. Medical men examine the child's physical condition; the emotional relationships within the home determine his mental level, his aptitudes, and limitations.

However, most of the diagnosing of problem behavior that is actually done in the United States is being done outside of clinics. It is being done by attendance officers, teachers, probation officers, and law-enforcement officers. The question arises whether clinical workers should continue to ignore this, or whether they should try in some way to assist.

The California Bureau of Juvenile Research in 1928 began to encourage teachers to study their own problem cases and to make practical diagnosis and
tentative plans of treatment. The School Child Guidance grew out of the realization on the part of the traveling Child Guidance Clinic Service in that state that the demand for the clinical study of problem children would greatly exceed the facilities of the bureau.

The discussion of children and their problems is a customary feature of school practice. Child guidance conference involved nothing new except the administrative plan. It is essentially a systematic means of doing effectively and logically what perhaps is already being done. It assures the principal of one fairly long conference at which there will be an orderly presentation of all the facts and viewpoints regarding the problem child, instead of a series of haphazard individual conferences with the parents and the teachers of the child. The average time of the conference is about one hour, with the range from twenty minutes to an hour and one-half, depending upon the seriousness and complexity of the child's problems.10

The child guidance conference attempts to do two things: (1) to obtain as much information as possible about the child; and (2) to interpret these findings and to formulate a plan for the child's adjustment as a result of a group discussion of the case. The personal interview with the child should be conducted by some one familiar with this type of test work. It is extremely important that all the different types of information be brought to a common table and discussed by all the persons interested in the child. There is frequently a peculiar reluctance on the part of many teachers and principals to pool their information about a problem child. Each one feels that he or she has the answer and that a case conference is quite unnecessary.

Individual diagnosing of behavior problems is constantly being done by teachers, attendance officers, and visiting teachers. Unfortunately, only a relatively few school systems in the United States find it possible to employ visiting teachers.

All techniques of treatment come down essentially to three: (1) removing a child from a given environment; (2) changing the environment itself; (3) changing the child's attitude toward the environment, himself, or both.11

As has been indicated, the pre-school clinic is a definite part of a guidance program in Gainesville. Following the procedure which is recognized as the average in the country, guidance in Gainesville rests in the hands of the classroom teacher, the homeroom teacher, and the principal in the public school system. The work of the visiting teacher, in so far as it is done, is being carried forward first by the principals through the taking of school census which gives an entrance into all homes with its consequent opportunity for contact of problem discussion. Other visitation comes only as the individual problem arises. The work of the homeroom teacher, the classroom teacher, and the principal with the child rests in almost all cases in the student-teacher and the student, parent, teacher conference. Orientation programs and subject choice cards are utilized.

11Ibid., p. 196.
A testing and measuring program begins with the primary grades. Further guidance, beyond the work of the public schools rests with social, health, and police organizations. Thus, Gainesville has not achieved the organized status of either the diagnostic or the guidance clinic.

Churches' Fight Against Delinquency

The creed of public education in the United States may be stated in these terms: Education must be scientific in method, viewing life as a whole and seeking to interpret it so as to fit the individual for his particular role. It appreciates that the way of progress is process. It assumes the enduring worth of ethics and religion. Religion, morality, and knowledge form the American educational triangle. Public education teaches the supreme value of the individual and cultivates a sense of mission in youth, promoting friendliness and understanding among the many racial groups among us. It knows that democracy must maintain a higher level of education than any other type of government. It appreciates that ignorance is baneful and cannot be segregated. Finally, it proposes a better use of everlasting leisure time. And Protestantism, so seriously involved in the development of public education in the United States, should be its principal advocate today and not increase its burdens by neglecting to sacrifice time and money for its own religious educational program.12

From its beginnings, public education in the United States has been under censure. Although the Protestant age in American history ended with the adoption of the First Amendment in 1791, there are many who refuse to admit that fact even today.

Utterly unaware of what has taken place among us during the last one hundred and fifty years, and alarmed over the failure of religious education in Sunday School and the home, various religious groups are conducting a vigorous propaganda for the return of the formal teaching of religion to the public classroom.

Few will deny that the modern world is in desperate need of a revival of religion. But any one familiar with the development of public education in the United States knows that the best way not to realize this religious quest is the current Protestant attempt to impose a religious curriculum upon public education. And the pitiful showing of weekday classes in religious education after more than a quarter of a century of strenuous experimentation demonstrates conclusively that the American public cannot be propagandized into a betrayal of public education.\(^{13}\)

The philosophy of education in the American democracy is well outlined in the following: In a republic, public education is not a gift, not charity, not a contribution to the needs of poor and unfortunate parents. Its purpose is to adjust growing citizens to a growing world. We educate not to relieve parents but to protect and perpetuate our investment in culture and civilization. Public education has also been defined as intending to help the youth of the United States to live happily and efficiently against a background of democracy understood as the general welfare, civil liberty, the consent of the governed, the appeal to reason, and the pursuit of happiness.\(^ {14}\)

The Illinois Council of the Friends of Public Schools has formulated these objections to teaching religion on school time for credit:


1. It would introduce sectarianism in the schools and result in friction and intolerance.

2. The cost at present, would be borne by the various churches, but how long would it be before certain groups would begin to bring political pressure to have the board of education make regular appropriations in their budget for this training?

3. In giving credit for religious education you are making it a part of the curriculum, thereby establishing a coalition between church and state.

4. The time of the regularly certificated public school teachers would have to be used in keeping records for work done outside of the public school.

5. Teachers, uncertificated and outside the public school system, would be grading children and giving credits, which might mean their passing or not passing in their promotion from one grade to another.

6. The fact that this offer comes at a time when our minds are so concerned with national problems leads one to fear the program will not be given due consideration by the parents who are or should be vitally concerned.15

Upon being interviewed as to the churches' program to help eliminate delinquency, Reverend Herbert J. Anderson, pastor of the Bible Presbyterian Church, Gainesville, Texas, set up three obligations which the church has toward society as follows: (1) to give the masses the Bible, (2) to train the child in practical christianity, and (3) to establish homes which are christian.

There are twenty-two churches in Gainesville, Texas. Each of these twenty-two churches operates a church school. Each of these twenty-two churches operates one or more youth organization with the twelve larger ones grading the youth

15 Illinois Council of the Friends of Public Schools, "The Public Schools and Churches", The Nation's Schools, XXXIII (July, 1941), 74.
groups into primary, intermediate, and senior societies. Under the auspices of the Ministerial Association an annual census is taken in order that membership prospects may be properly classified and contacted.

Each of twelve churches has a definite place to care for the recreational life of its youth. They also have an assembly room, a play-room, and facilities for serving meals. There is a County Wide Youth Organization with the Methodist and the Baptist Churches leading. Once a month there are 'youth sings' in which the young people of the twelve major churches take part. All twelve major churches either individually or cooperatively sponsor a Boy Scout program. Several churches of the group sponsor Girl Scout programs. The Bible Presbyterian Church and the Methodist Church have playgrounds. The First Baptist Church has a camp at Lake Dallas. Eighteen churches sponsor a Vacation Bible School in which the Bible lessons, arts and crafts, are taught. Through these means the churches are attempting to meet their responsibility in youth service.

Other Community Agencies Providing Youth Programs

The delinquency-control readiness of any community may be broken down into twenty-two different types of activities. For convenience, the twenty-two activities may be grouped under six functional heads:
1. Those dealing with problem cases.
2. Those dealing with delinquents.
3. Those providing for normal children.
4. Activities for increasing agency cooperation.
5. Activities for reducing environmental dangers.
6. Activities for mobilizing community action. 16

It is apparent that each community has its own peculiar pattern of delinquency-control readiness. Another most striking fact is that in no community are all functions being equally well served. Provision for normal children outranks other activities. There are privately supported agencies frequently working together through some organization as a council of social agencies and in several hundred American cities supported by a financing organization known as the Community Chest. Executives and workers in these agencies have definite ideas about their own functions, the proper techniques to be used, and the scope of their activities.

Every community of any size in the United States has literally hundreds of private organizations. There are: chambers of commerce, labor unions, service clubs, women's clubs, American Legion posts, church societies, fraternal organizations, and others. Each of these has its own particular objectives, but practically all of them have an incidental interest in community affairs. Many of them are made up of

16 Carr, op. cit., p. 264.
public officials and the executives of local corporations, or the wives of these functionaries. That means that their private opinions on public affairs are important. Any important proposal for social action must take account of these people. For reasonable chances of success it must have the support of many of them. This requires "selling" the idea by all who wish to act together.

Social action rises out of a sense of inadequacy or discontent; finds direction through individuals or groups that function as centers of direction initiative; and carries on through time by means of grouping and definite organization.\(^\text{17}\)

This may manifest itself in various ways. Individuals grow restless. Grumbling and often criticism may increase. Students of collective behavior have called attention to the phenomenon that they called milling. Milling is the aimless, inarticulate restlessness of people.

Education means that the decision-makers in the community must be made to see, understand, and feel the problem. This is partly a task of fact-finding, partly a task of defining the significance of the facts, and partly a task of publicizing, or rather dramatizing, that significance. It is furthermore a task of making the decision-makers realize the inadequacies of mymindedness, the inadequacies of their present set-up, the inefficiency of the old piecemeal techniques. The art of social action consists in bringing about this realization without arousing defensiveness and hostility.\(^\text{18}\)

The need at the present time is for workers-at-large who know the habitat of gangs, who can protect young boys from

\(^{17}\text{Ibid., p. 270.}\)

\(^{18}\text{Ibid., pp. 275-276.}\)
bad companions, and who will organize community events that will give the community something to do, and something to talk and think about.

Opportunities should be offered to children with groups small enough for individual work. We cannot expect commercial organizations to adopt their recreational programs to individual needs, but our private organizations should do so, just as educators are coming to adopt the school to the individual child.

Yet the art of social action under modern conditions requires persistent agitation. That agitation cannot be initiated and it certainly cannot be maintained unless individuals are willing to make sacrifices, are willing to form themselves into a kind of nucleus of action, are willing to give time, pay dues, exert effort overtly and positively to advance the cause. Organization, then, is the absolutely essential bridge by which social action passes from vague good intentions to purposive activity.

At least ten major trends are visible in the development of children's work in this country: (1) toward national direction of agencies and standardization of program; (2) from soul-saving to individual guidance; (3) from the department to the group as the basis of organization and administration with later emphasis on the natural group; (4) toward coordination to eliminate friction between agencies. (5) Increasingly lay participation has tended to move from the philanthropic individual to the civic club. (6) another important trend has been away from sex discrimination—that is to say, girls are being given the advantages of group work. (7) Experimentation has marked the development of children's work. Finally, (8) there has been an increasing emphasis on the need of professional training for such work. Group work has come to be recognized as an important branch of social work.19

19Ibid., pp. 250, 276.
In 1930, 2,737,423 boys enrolled in sixteen agencies. These constituted 23.1 per cent of the boy population of the country between the years ten and twenty. The Boy Scouts, the play-grounds, the 4-H Clubs, the Y. M. C. A., and the Boy's Clubs were the five highest ranking organizations in enrollments reported. During the last thirty or forty years settlement and neighborhood agencies, boys' and girls' clubs, community centers, Boy Scouts, Girl Scouts, Campfire groups, and the recreation movement have developed to meet the needs of thousands of young people and have made notable contributions to our civic life. The individual must be studied more in relation to his group associations. The challenge before community agencies is to reach out into the districts they are serving by providing leadership of a quality which can win children on the wing.

Gainesville, Texas, has very active Boy Scout troops operating under a regional council. The Cooke County district is a unit under the Circle 10 Council of Dallas. The professional staff of the Scouts is few in number and almost all of them are volunteers. Each individual troop or Cub Pack has a sponsoring institution in the home locality. It may be a church or a school. There are approximately four Scout Troops in Cooke County and six Cub Packs. Plans are laid to accomplish many things with the boys:
1. A good time is anticipated.
2. The boys must know the Scout oath and laws.
3. Principles are given to encourage good behavior.
4. A foundation in citizenship training is given.

Gainesville, Texas, has an active Girl Scout troop, also. There is no professional worker for this troop, not even a part-time worker because of the lack of finances. There was an attempt to build a club house, but that was voted down. The plans now are to have a troop in each elementary school for the year 1949-50. The girls are taught to build character, to be leaders, to be aware of personal problems, and to know how to solve them. There are ten types of programs and each girl is encouraged to accept the field best suited to her peculiar nature.

The Optimists and the Opti-Mrs. accomplish much work. The Optimists sponsored the Owl Base-Ball Club and made provisions for the indigent child to see the game. They have given medical aid to one boy; they had the eyes of another boy operated on; they kept a boy in high school for one year; they bought an iron lung and presented it to the city to be used for all people; they send out Christmas boxes; they are now trying to raise money to build a club house.
The Opti-Mrs. assist in clothing under-privileged children; they put a girl in high school; they offer a scholarship; they help in the work at the Girls' Training School; they, also, prepare Christmas boxes. They helped a family in Fort Worth who was made homeless by the recent flood.

The Kiwanis Club is doing an especially big piece of work. They are developing a playground with a Scout cabin on it; they have thirty-three permanent sand boxes; they have see-saws; a tennis court; a basketball court; equipment for small children, such as swings and slides; they have stationary seats; they will have a good lighting system, and they plan to have supervision as soon as finances are available.

Many other organizations are doing everything available for the upbuilding of boys and girls and for the community. A number of individual citizens are solving many problems. One citizen took over a boy whom others wanted to send to a reform school just because they thought he was a nuisance. Today he has a home, is doing good passing school work, and he is in the school band, all because of a generous Christian heart.

The beginning of organized social work was the planning of the swimming pool. That will not be ready for this summer, but the work is progressing. The work in Gainesville
is overlapping, and a skilled worker is needed badly to place this work in the necessary channels. It has been shown that social workers, clubs, and individual citizens have developed techniques for finding, diagnosing, and treating some of the ills of youth in the city.

Health Units

Health is recognized as a fundamental objective in modern education. Educators have agreed to this for many years. If they would agree that education is a fundamental objective of health, the way would be cleared to overcome many of the misunderstandings of the past.

Teachers need more first hand information regarding the home and community conditions under which pupils live and parents need to be informed as to what the school health program means to their children.

Health is more than individual health. It is also community and mental health. The community should, in its self survey, consider those conditions which are important in raising the individual, the family, and the community health standards.

The place to start building healthful living habits in children is in the nursery school or in the first grade in the elementary school. How can elementary school teachers appraise the changes effected in their pupil's health attitude and behavior as the result of health education? The evaluation can best be done
by a frank discussion among all members of the staff of what the objective should be for this particular school program. It is obvious that criteria adequate for a large city school would not apply in a small rural school. There can be no denying that in each instance the primary objective is to change the child's health attitude and behavior pattern so that he may have the most efficient and the happiest life possible when he becomes an adult.

In times past teachers were oftener satisfied by temporary bursts of enthusiasm in teaching tooth brush or hair brushing rituals than by the shaping of the behavior patterns of the child in relation to his general well-being.

Even today, the traditional pattern of education prevailing in many schools overlooks the broad concept of the whole child. The child's health attitude and behavior patterns are isolated from his learning. There seems to be a policy of detachment toward the importance of acquiring habits that will persist.

The whole hearted cooperation of all elementary teachers must be had if we wish to raise our health standards and have more efficient boys and girls, men and women. An important factor in seeking this goal is an evaluation program, which by its very newness is an inspiration for developing a better overall health program in the elementary school. Only through such a program is there a hopeful prospect for the health of future generations.

The only way to find out whether or not we are reaching our objectives is by continuous appraisal of them. Without knowing where our aims are directed or where our efforts have taken us, health education in our elementary schools will be in vain. If the teacher does not seek to determine what changes are taking place in her pupils in respect to their attitude and behavior toward healthful living, she will have little idea as to the effectiveness of her teaching.20

The Gainesville Schools have a Pre-School Round Up which usually is under the direction of the Primary Supervisor. This work is directly under the control of the primary teachers assisted by the administrative staff.

20 Florence Benell, "How Can We Appraise Our Health Teachings?" The Nation's Schools, XXXVIII (June, 1940), 50-51.
In all of the elementary schools health is taught.

All of the schools have a supervised lunch room which provides proper food for all the children, and the unfortunate child is served free and served just as well as the fortunate one. The Parent-Teacher's Association pays for the food for the unfortunate child. Also, this association furnishes clothing for many needy children; they look after the playground equipment, to see that everything is safe for the child.

The health unit, with the health doctor, takes care of the indigent child's health; they quarantine contagious diseases and report births and deaths. One physician sponsors the "Well Child Clinic" which is open every two weeks to the parents of the indigent pre-school child. This program is not carried on in the schools as it once was, but the child is sent to a family physician. If the parents are not able to finance this treatment, the child is taken care of by this clinic. A check is made of the physical condition of the child and all vaccinations are given.

The latest health innovation for Gainesville is the fog machine which has recently been purchased by the Junior Chamber of Commerce. It has been used primarily to overcome the dread polio disease.
When the home has not performed its duty in sending to
school a pupil completely ready for the school stage of edu-
cation and of maintaining that pupil in good health during
the school period, it should at least be ready to cooperate
with the school in the health examinations and the correction
of defects which are now a part of the general school pro-
gram. An essential to this cooperation is confidence upon
the part of the home in the knowledge possessed by the
school. This lays upon the school the obligation to give
accurate advice.

This coordinated child health should ask four
things of parents in correcting children's physical
defects and guarding against disease. First, parents
should participate in the summer round-up to discover
health handicaps and correct remedial health defects
of the pre-school children, so that they may commence
their school life in a physical condition favorable
to making the best of their educational opportunities;
second, parents should provide for a periodic health
examination of children during school years by the
family physician, which will result in a continuous
health record available to the school; third, parents
should be responsible for securing corrections of dis-
covered defects by the family physician; fourth, the
school should ask for and receive appreciation, under-
standing and cooperation from the home in the school
rules and regulations for the control and prevention
of contagious diseases among children, and the pre-
vention of attendance of children who are not fit in
health to undertake school tasks; fifth, the home should
provide appreciation, understanding, and active coopera-
tion in furnishing continuous healthful, safe, experi-
ence and environment for the child. 21

21 Anne Whitney, Home and School Cooperation, p. 121.
Each elementary school in Gainesville has a football team which has competitive games at certain intervals. Almost every year the sixth and seventh grade girls have basketball teams which go into competitive games. These extra-curricular activities occupy a considerable amount of out-of-school time; hours in which the right use of leisure time, good health habits, and how to be a good citizen may be learned.

Health practices, learned the sport's way, are a supplement to the regular health lessons taught in the classrooms. Health films, in relation to the health subject taught, are shown quite often.

Gainesville does not have a regular school doctor, but the County Health Nurse aids in any health program when called upon.

The group play, the rules of good sportsmanship, and health correction, all of which are possible, will very materially aid the children.

With increased opportunities for guided play, health education, and health services, there is reason to believe that socially and physically maladjusted children will be given help in solving their problems.
Parental Education

The home is either the greatest obstacle or the largest assistance to the school. But it is obvious, at least in our country, that with the changes that have occurred in recent years in family life, there has come a new obligation to the schools. To some extent, they have been forced to do more for children, while the function of the home has correspondingly decreased. It is only fair to say that this has come about largely without conscious effort on the part of either teachers or parents, but it has been in accord with the ambition of the former and eagerness of many parents, either for selfish or conscientious reasons, to put part of their responsibility on the schools. The inability of parents to do justly by their children, either from lack of resources or intelligence, has forced the schools to undertake to do some things that seem an intrusion upon what previously was thought of as the domain of the home. Education also has to concern itself with the present family situation, because it is becoming clearer and clearer to those responsible for educational policy that education must definitely contribute to family welfare, if the home is to continue its functions with success.22

The principal of a famous school who is also a parent, makes this contribution:

No teacher alone can teach a child. No school has a corner on education. What has been built can be torn down.23

There is reason to believe that most of the child’s social attitudes and behavior patterns are developed out of school. Education is a cooperative enterprise. The two most concerned in it are the home and the school, hence


the parents. This partnership requires of each partner certain things.

The school should furnish:
A philosophy of education in a democracy
Skill in realizing this philosophy
An understanding of the child
An appreciation of all the child's environment.

The parent should contribute:
The financial support of education
A knowledge of the philosophy underlying modern education
Some knowledge of the skill required to realize this philosophy
A willingness to control, as far as possible, the environment of the child, particularly the home, so as not to neutralize or nullify the efforts of the school.

What is the function of the school?
When, if at all, should it operate in the home?
What is the function of the parent?
What is the function of the child, both in the home and in the school?

These are complicated questions. Upon their wise solution depends, I believe, the wise education of boys and girls.

I wish to make three points:
1. Parents are absolutely essential to the full education of children.
2. The parent-teacher or parent's association seems to be the reasonable organization for the functioning of a part of parental responsibility.
3. There is a sphere of influence which must be shared by both the home and school and which can function wisely only if there is both sympathy and intelligent understanding of the problems involved.24

The school ceases to be merely a place of instruction; it must have within it a spirit of living, and must be prepared to understand this new and strange being with whom it

24Ibid., pp. 8-9.
has to deal. Here again, as at the outset of school life, the home must come very close, so that it, too, may give this understanding and sympathy.

Every possible channel should be used to reach the parents of this and the following generation to set before them in plain and simple terms their duties and their responsibilities. They should be called upon to work with the teachers. The teachers in turn should work with them, not in a world of their own separated by the barrier their position has set up.

A study of present conditions reveals a slowly but steadily growing consciousness of the inability of the school to cope single-handed with the complex problems arising from our modern life.

Efforts to meet the situation may be classified in three groups;

1. mass educating, including parent-teacher or home and school associations, pre-school associations, parents associations, father's clubs, mother's clubs, institutes, and child welfare conferences;

2. group education, including study circles in parent teacher associations, child study groups, nutrition classes, mother's classes in kindergartens, parent's training classes in churches, and parent education courses in colleges and universities;

3. individual service, including visiting teachers, school counsellors, grade advisors, deans of girls, child guidance clinics, and corresponding courses.\(^{25}\)

\(^{25}\text{Ibid.}, p. 19.\)
The school must assume definite responsibility for civic moral training. This necessity is the result of influences in our newer social life. The general tendency of the times is toward a weakening church influence, and a breakdown of the old time family group which weakens the power of the family. At the present no other social agency than the public school is in so strategic a position as to undertake a program of spreading American ideals and standards, and the responsibility should be carried out. In order to accomplish this, the school must win the faith of the home in its constructive aims. To this end, the more completely the school is in a position to constitute itself a social center, to which the adult group may come, both day and night, the more successfully will it accomplish these purposes.

The Gainesville public schools has a pre-school round-up in the primary work. There is an active Parent Teacher's Association from the primary grades through Junior High school. A druggist sponsors a Quarter-back Club which was organized to support any or all sports and recreations throughout the Gainesville school system. The football work has been so modified that the type of football played in the elementary schools will be "touch football." The
club assists in keeping the equipment in readiness and in cooperating with the schools.

Relationship with his parents is the constant factor in the life of the child. School conditions will change from year to year. Only when the parents establish an understanding relationship with the school will there be continuity in the child's experience.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a result of the study of delinquency in the preceding chapters the following general conclusions have been reached:

1. Data studied indicate that a large group of delinquents probably have their beginning among the over-age retarded students.

2. Evidence from data collected seems to indicate that truancy is the second leading type of behavior in which problems leading toward delinquency are revealed.

3. Data gathered from juvenile court records indicate that juvenile delinquency among boys greatly exceeds that of the girls.

4. Some form of stealing constitutes the greatest percentage of crimes committed by boys which may show that the behavior of any child delinquent or otherwise is the result of the way in which his needs have been met in his environment and not an inherent part of his make-up.
5. Since it appears from data studied that the major number of delinquents ranging from twelve to fourteen years of age move from the family type home into new groupings for other interests and plays, the study of the juvenile in the association of his peers is of importance.

6. Parental neglect brought about by homes broken by divorce, by step-parents, by the working mother, by over-indulgence, or by drunkenness appears to be major causes for delinquency in cases studied.

7. Evidences introduced show that many juveniles charged with varying degrees of offenses gave physical and mental indications of low economic and mental status.

8. There are indications that the odd child faces a life long battle, which may, and often does, lead to delinquency, in his effort to cover up his deficiencies.

9. The Gainesville school curriculum, essentially the same as it has been for many years, provides little opportunity for meeting individual needs and no planned program to aid in the social adjustment of youngsters.
10. Though an effort is being made to alleviate teacher load and to have a supervisory program, there appears to be continued need for a less heavily loaded classroom teacher or counsellor, or both.

11. A visitation and child guidance program needs to be developed further than its present status as studied.

12. Organization to prevent overlapping of effort appears to be needed for active social agencies.

13. Increased opportunities for guided play, health education, and health services will probably aid in solving the problems of the socially and physically maladjusted child.

14. Tendencies studied indicate that the school must assume the responsibility for parental education.

Recommendations

On the bases of the data presented in this study and the conclusions drawn from them, the following recommendations are made. It is recommended that:

1. The juvenile delinquency law should be so revised that the officers of the law may have more authority in dealing with young delinquents.
2. The curriculum be revised in such a manner that it will meet the needs of the individual child.

3. The teacher load be reduced so that there is time for conferences with the parent, the child, and the teacher.

4. A trained visiting teacher be secured to work with the home and the law enforcing officer to comply with the compulsory school law.

5. Each teacher study the home background and assign the ill-adjusted child to the place best suited to his individual needs.

6. Parental education, with a competent personnel to teach, be conducted stressing the factors that lead to juvenile delinquency.

7. The library and workshop equipment in each school be so improved that the curriculum may be enriched.

8. A flexible record system be set up that will show family history, health record, and the progress of the child.

9. The school system teach in such a way that the child learns to live a wholesome life in a democratic society.

10. The school, the church, and the social agencies
recognize and organize to meet well rounded recreational needs of the child.

11. The mothers of school children not be employed outside the home unless absolutely necessary.

12. The school assume its position as community center as well as a place of instruction.

13. The homes make a greater effort to provide wholesome environment for their children.

14. The public in general, cooperate with the program to help prevent juvenile delinquency.
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