

Marquette University

e-Publications@Marquette

Bachelors' Theses

Dissertations, Theses, and Professional
Projects

5-1937

Prevention of Juvenile Delinquency

Calvin William Beckett

Follow this and additional works at: https://epublications.marquette.edu/bachelor_essays



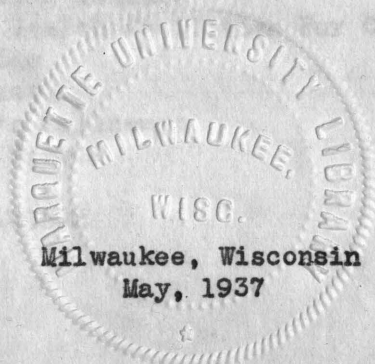
Part of the [Education Commons](#)

PREVENTION OF JUVENILE DELINQUENCY

By

Calvin William Beckett

A Thesis submitted to the Faculty
of the
College of Liberal Arts of Marquette University
in
Partial Fulfillment of the Requirements
for the
Degree of Bachelor of Philosophy



CONTENTS

INTRODUCTION

Page

Aim of Thesis

Other Authors on Subject

CHAPTER I. JUVENILE DELINQUENCY--GENERAL

1

1. Definition of Juvenile Delinquency
2. The Amount of Juvenile Delinquency
3. Types of Juvenile Delinquency

CHAPTER II. CAUSES--ENVIRONMENTAL

13

1. Changing Social Conditions
2. The Home
3. Poverty
4. Bad Companions
5. School Difficulties
6. Street Trades

CHAPTER III. CAUSES--PERSONAL

27

1. Physical
2. Mental
3. Emotional
4. Moral

CHAPTER IV. INDIVIDUAL PREVENTION OF JUVENILE DELINQUENCY

41

1. Educating Parents
2. Church
3. Summer Camps

CHAPTER V. COMMUNITY PREVENTION OF JUVENILE DELINQUENCY

48

1. Better Housing
2. Living Wage
3. The School
4. Mental Hygiene And Child Guidance Clinics
5. The Visiting Teacher
6. Adequate Health Facilities For Children
7. Playgrounds
8. Social Centers
9. Preventive Policemen
10. Juvenile Courts

SUMMARY and CONCLUSION

73

INTRODUCTION

I should like to acknowledge my appreciation to Mr. John Kenny, Chief Probation Officer of the Milwaukee County Juvenile Court: Mr. What causes children to become delinquent? Once the answer to this question is known, we can remove these causes and thus remove delinquency.

This thesis attempts to enumerate the various causes and to give a practical program for the prevention of juvenile delinquency.

The main sources of this thesis are from the Milwaukee Juvenile Court, Cyril Burt's The Young Delinquent, and T. Earl Sullenger's Social Determinants in Juvenile Delinquency. The book by Cyril Burt considers causes of delinquency and treats of hereditary conditions, environmental conditions, physical conditions, intellectual conditions, temperamental conditions, general emotional instability, sentiments and complexes, and neuroses. Burt believes in multiple determination of crime. There is no single, universal source, according to him. The most important causes seem to be (1) defective discipline, (2) general emotional instability, (3) morbid emotional conditions, (4) family history of vice, etc. The child must be approached individually. Burt stresses the need for prevention as well as cure.

Other authors have worked on this subject. Some of them are: Walter C. Reckless and Mapheus Smith, Juvenile Delinquency; W. Clarke Hall, The State and The Child; William Healy and Augusta F. Bronner, Delinquents and Criminals, Their Making and Unmaking; Cyril Burt, Sophonisba P. Breckinridge, and Edith Abbott, The Delinquent Child and The Home; and Sophia Moses Robison, Can Delinquency be Measured?

CHAPTER I

I should like to acknowledge my appreciation to Mr. John Kenny, Chief Probation Officer of the Milwaukee County Juvenile Court; Mr. C. A. Fisher, Probation Officer, Mr. John Messmer: Miss G. Steffen, and Mrs. H. Lange; and Miss M. Reuss, my adviser.

Juvenile Delinquency.

Legal definitions differ. Each state has its own statute law in regard to what it considers a delinquent child.

The Wisconsin State Law concerning delinquency is as follows:

"The words 'delinquent child' shall mean any child under the age of eighteen years who has violated any law of the state or any county, city, town or village ordinance; or who by reason of being wayward or habitually disobedient is uncontrolled by his parent, guardian or custodian; or who is habitually truant from school or home; or who habitually so departs himself as to injure or endanger the morals or health of himself or others." 1

Elizabeth F. Spackinridge, in her book, Delinquent Child and the book gives a model which is used by many states.

1 Wisconsin Statutes (1975), Chapter 98, p. 508.

CHAPTER I

JUVENILE DELINQUENCY - GENERAL DISCUSSION

DEFINITION OF JUVENILE DELINQUENCY

There is no single definition that covers all phases of juvenile delinquency.

Legal definitions differ. Each state has its own statute law in regard to what it considers a delinquent child.

The Wisconsin State Law concerning delinquency is as follows:

"The words 'delinquent child' shall mean any child under the age of eighteen years who has violated any law of the state or any county, city, town or village ordinance; or who by reason of being wayward or habitually disobedient is uncontrolled by his parent, guardian or custodian; or who is habitually truant from school or home; or who habitually so deports himself as to injure or endanger the morals or health of himself or others." 1

Sophonisba P. Breckinridge, in her book, Delinquent Child and the Home, gives a model which is used by many states.

1 *Op. cit.* p. 11.

2 Cyril Hart, *The Young Delinquent*, pp 13, 14 15.

3 Gillin, Dittmer, Gilbert, *Social Problems*, p. 437.

1 Wisconsin Statutes (1935) Chapter 98, p. 608.

A final definition " 'children who violate any law, who are incorrigible, who knowingly associate with vicious persons, who are growing up in idleness and crime, who knowingly frequent a disorderly house.' The Illinois law has been the model for Alabama, California, Colorado, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Oregon, Pennsylvania, Tennessee, Texas, Utah, Washington, Wisconsin and District of Columbia." 1

Besides legal there are a number of sociological definitions.

Cyril Burt gives the following one:

"There is, however, no sharp line of cleavage by which the delinquent may be marked off from the non-delinquent. Between them no deep gulf exists to separate the sinner from the saint, the white sheep from the black. It is all a problem of degree, of a brighter or darker grey The moral faults of children run in an uninterrupted series, from the most heartless and persistent crimes that could possibly be pictured, up to the mere occasional naughtiness to which the most virtuous will at times give way. The line of demarcation is thus an arbitrary line, not a natural line." 2

Gillin, Dittmer, and Colbert say:

"A juvenile delinquent is one who is guilty of acts believed by a group that has power to enforce its belief, to be injurious to society and therefore prohibited." 3

1 Op. cit., p. 11.

2 Cyril Burt, The Young Delinquent, pp 13, 14 15.

3 Gillin, Dittmer, Colbert, Social Problems, p. 437.

A final definition of juvenile delinquency is taken from Facts About Juvenile Delinquency, Its Prevention And Treatment, Publication No. 215 of The United States Department Of Labor, Childrens' Bureau, 1935, page four:

"The term 'Delinquent' in the past has been generally applied to those children whose misconduct has caused them to be dealt with by the courts. It is, however, largely a matter of chance and of family and social resources whether a child 'gets by' without coming in contact with legal authority; whether he is dealt with by attendance officer, visiting teacher, child-guidance clinic, or the police, without reference to the court; and whether, once in court, he is dismissed, placed on probation, or committed to an institution. The definition of the term adopted in the report of the delinquency committee of the White House Conference was that 'delinquency is any such juvenile misconduct as might be dealt with under the law.'"

In conclusion, juvenile delinquency means that a child has broken laws and has been apprehended by the authorities.

Year	AMOUNT OF DELINQUENCY
1927	30,303
1928	30,882
1929	40,312
1930	53,757
1931	59,880
1932	65,274

A pamphlet CHILDREN'S DELINQUENCY by officers and members of The American Legion and The American Legion Auxiliary, says concerning

The exact amount of juvenile delinquency in the United States each year is not known. All juvenile delinquents are not apprehended, and consequently the number cannot be known. The only source is the various records of the juvenile courts in the different states, and these are only records of apprehended delinquents. Although the juvenile courts are the chief source of statistics in regard to the amount of delinquency, their data is only a fraction of the total problem.

All juvenile courts are required to send to the United States Department Of Labor in Washington, D. C. statistics concerning every case handled during the year. The combined record of all the states gives a fairly definite idea of the number of delinquents apprehended yearly. The Children's Bureau Publication No. 226, Juvenile Court Statistics and Federal Juvenile Offenders 1932, Sixth Annual Report, gives the amount of reported delinquency in the United States over the six year period from 1927 to 1932.

Year

<u>Year</u>	<u>AMOUNT OF DELINQUENCY</u>
1927-----	30,363
1928-----	38,882
1929-----	46,312
1930-----	53,757
1931-----	59,880
1932-----	65,274

A pamphlet Child Welfare Guide, prepared by officers and members of The American Legion and The American Legion Auxiliary, says concerning the amount of delinquency:

"Though delinquency is a favorite topic for propagandists, the fact remains that we do not know today the extent of delinquency in this country, the measure of its seriousness, or, indeed, whether its menace is appreciably increasing or decreasing. This much it seems fair to say: (1) That each year about 200,000 different children are handled as delinquents by our Juvenile Courts:

(2) That this is but a fraction of all apprehended delinquency, much of which is handled by the police: and

(3) That apparently there has been no such reducing of the problem as all our efforts at relieving it would seem to have justified.

"In the year 1927, in the area for which statistics are available, almost one per cent of the children of Juvenile Court age came before the courts as delinquents." 1

More material concerning the amount of juvenile delinquency is given in The Delinquent Child, by the White House Conference on Child Health and Protection:

"On the basis of the best available statistics it is fair to say that in 1928 about two hundred thousand different delinquent children were dealt with by the courts. In the area for which statistics are available about one per cent of the children of juvenile court age came before the courts as delinquents in one year. This figure takes no cognizance of an undoubtedly much larger group dealt with by the police without recourse to the court. These children who come to the attention of courts and police are the actually apprehended delinquents, those who have found it beyond their ability to meet even the elementary demands originating in group living."

1 National Child Welfare Committee Of the American Legion, Child Welfare Guide, p. 90.

In discussing the magnitude of the problem of delinquency,

Cyril Burt says: the following data for the five-year period of 1930

to 1934 can be secured:

YEAR NO. OF CHARGES

1930 3,730

1931 4,742

1932 5,323

1933 4,742

1934 4,742

1935 4,742

"Official statistics but partly reveal it. According to the latest figures available, no less than 37,520 persons were charged before Juvenile Courts in England and Wales in 1913, of these almost exactly twenty thousand were under 14, and nearly two thousand were girls or young women. During the war, the number rose rapidly, until in 1917 it reached the high-water mark of 51,323; and since declined to barely thirty thousand. The figures are large enough. But, as a London magistrate has ventured to observe, 'with vigilance sufficiently increased, the number of charges could be doubled, trebled, or quadrupled.' In East London, which is popularly pictured as the most criminal quarter, about one child in three hundred is dealt with by the Juvenile Court within the space of a year; in New York nearly double that proportion are charged." ¹

Sophia Moeses Robison in her book Can Delinquency Be

Measured? gives the amount of delinquency in New York in 1930 as:

"In 1930, 10,374 children were

brought to professional attention

under a charge of delinquent

behavior."

United States during the six-year period 1927 to 1932, was 24,811 in

1927 and 55,274 in 1932, an increase of 24,463. In Milwaukee County

the average amount of apprehended delinquency is annually 4,000 to

5,000. This is an increase over preceding years.

¹ Cyril Burt, Op. cit., pp. 19-20

In regard to the amount of juvenile delinquency in Milwaukee County the following data for the five-year period of 1930 to 1935 can be secured:

YEAR	NO. OF CASES	DELINQUENCY	DEPENDENT OR NEGLECT
1930	3,730	2,419	1,304
1931	4,742	3,525	1,216
1932	4,697	3,730	960
1933	4,540	3,756	779
1934	4,261	3,482	776
1935	4,496	3,563	893

From this table it is evident that during the five-year period there was an increase in the number of cases handled by the court from 3,730 to 4,496, an increase of 766 cases. The delinquency case load increased from 2,419 to 3,563, which shows an increase of 1,144 individuals. But the dependency or neglected cases seem to run contrary to rule because there was a decrease in them. In 1930, there were 1,304 cases, and in 1935 there were only 793, a drop of 411 cases.

Thus the total amount of apprehended delinquency in the United States during the six-year period 1927 to 1932, was 30,363 in frequency. Acts of carelessness or mischief, head the list for the 1927 and 65,274 in 1932, an increase of 34,811. In Milwaukee County the average amount of apprehended delinquency is annually 4,000 to 5,000. This is an increase over preceding years.

TYPES OF DELINQUENCY

The types of offenses committed by young delinquents fall into four main divisions which are as follows: (a) Offenses against property, (b) Offenses against the person, (c) Offenses of sex nature, and (d) Offenses against social regulations.

Under the first group belong stealing, automobile stealing, major breaking and entering (burglary), petty breaking and entering, picking pockets, forgery and arson. The second would include robbery, assault and battery or fighting with weapons, cruelty and attempted suicide. The third would take in immorality with opposite sex and abnormal sex misconduct. And the fourth would cover carrying concealed weapons, vagrancy, running away from home, sleeping out nights, excessive idleness, loafing, staying out late nights, truancy, excessive lying, false accusations, selling without license, begging, gambling, and finally alcoholic intoxication.

Boys, as a rule, present an altogether different type of problem from that of girls. Statistics from the Milwaukee County Juvenile Court, Milwaukee, Wisconsin, on the following page, show that acts of carelessness or mischief are in the majority among boys, with stealing, traffic violations and running away from home, next in frequency. Acts of carelessness or mischief, head the list for the largest number of cases among the girls, followed by sex offenses, ungovernable temper, stealing, and truancy.

Table number two gives Cyril Burt's classification of types of offenses that are committed by juvenile offenders. ¹

¹ Cyril Burt, Op.cit., p. 14

Table 1

Reason for reference to court, color and sex of children
dealt with; delinquency cases disposed of during the year.

Calendar year 1935.

Boys Girls

Reason for reference to court	Total Delinquency cases	Delinquency cases of -					
		Boys			Girls		
		Total	White	Colored	Total	White	Colored
Total cases	3,563	3,086	2,822	264	477	440	37
Automobile stealing	83	83	83	---	---	---	---
Burglary or unlawful entry	134	134	110	24	---	---	---
Holdup	---	---	---	---	---	---	---
Other stealing	1,054	998	899	99	56	46	10
Acts of carelessness or mischief	1,199	1,046	941	105	153	146	7
Traffic violation	267	253	252	1	14	14	---
Truancy	142	105	102	3	37	35	2
Running away	231	199	192	7	32	30	2
Ungovernable	164	99	83	16	65	64	1
Sex offense	236	126	122	4	110	101	9
Injury to person	41	35	30	5	6	---	6
Use, possession, or sale of liquor or drugs	10	8	8	---	2	2	---
Other	2	---	---	---	2	2	---
Not specified	---	---	---	---	---	---	---

Table 2

Classified List of Juvenile Offenses, showing Number in Each Category per 100 Delinquents Of Either Sex.

I. Sex		Boys	Girls
A. Offenses with Opposite Sex:			
1. Of similar age and willing (including soliticing).....	11.4	36.5	
2. Of younger age or unwilling (assault).....	2.4	0.0	
B. Perversions:			
1. Offenses with same sex.....	3.3	1.4	
2. Masturbation (excessive).....	4.1	2.7	
3. Indecent exposure.....	0.8	1.4	
C. Obscenity (excessive, including "corrupting others" by talk).....		2.4	7.6
II. Anger			
A. Bodily Violence to Persons:			
1. Murder.....	0.8	0.0	
2. Wounding.....	6.5	2.7	
3. Violence without weapons;(fighting, blows excessive).....	8.1	5.7	
4. Cruelty to children or animals (with bodily injury).....	4.1	0.0	
B. Angry Reactions without Violence:			
1. Bad temper (excessive).....	3.3	6.3	
2. Incurigibility, being beyond control.....	5.5	12.2	
3. False and dangerous accusations.....	0.0	4.1	
4. Insult, and other forms of mental annoyance.....	0.8	1.4	
5. Cruelty to children or animals (without bodily injury).....	1.6	2.7	
C. Violence to Property:			
1. Malicious damage or destruction.....	3.3	1.4	
2. Mischievous damage or destruction.....	6.5	0.0	
3. Damage by fire.....	0.8	0.0	
III. Acquisitiveness			
1. Stealing.....	78.9	43.3	
2. Burglary.....	3.3	0.0	
3. Begging.....	7.3	2.7	
IV. Wandering			
1. Truancy from school (persistent).....	17.1	4.1	
2. Truancy from home (persistent).....	12.2	7.6	
3. Sleeping away from home.....	4.1	2.7	
4. Running away (with intent to remain away)...	6.5	5.4	
V. Grief			
1. Attempted suicide.....	0.0	1.4	
2. Threatened suicide (persistent).....	0.0	2.7	
VI. Secretiveness			
1. Lying (persistent or extravagant; and excluding the mere concealment of other delinquencies. 4.9		13.6	

A chart on page 112 of Sophia Robison's book Can Delinquency Be Measured? gives the delinquents classified by offense for five boroughs of New York, Manhattan, Bronx, Brooklyn, Queens, and Richmond;

Table 3.

OFFENSE and sociological; the amount of apprehended All in Boroughs the United States over the six-year period 1927 to

	Number	Percentage
All offenses.....	3,132	100.0
Group 1.....	311	9.9
Robbery.....	8	0.3
Burglary.....	160	5.1
Unlawful entry.....	143	4.5
Group 2.....	1,578	50.4
Ungovernable.....	1,280	40.9
Desertion of home.....	298	9.5
Group 3.....	195	6.2
Disorderly conduct.....	97	3.1
Peddling and begging.....	8	0.3
Violation of railroad law.....	23	0.7
Violation of corporation ordinance.....	2	(a)
Unclassified.....	65	2.1
Stealing.....	728	23.2
Assault.....	41	1.3
Truancy.....	268	8.6
Not reported.....	11	0.4

(a) -- Less than one-tenth of one per cent.

Thus the general types of delinquency are offenses against property, persons, sex nature and social regulations.

Summary

CAUSES -- ENVIRONMENTAL

No single cause may be given for juvenile delinquency. Many factors seem to contribute to delinquency. The best classification of

This chapter gave some definitions of juvenile delinquency, causes seems to be environmental and personal. Other classification of legal and sociological; the amount of apprehended delinquents in the United States over the six-year period 1927 to 1932, and in Milwaukee County over the five-year period 1930 to 1935; and the various types of offenses that juvenile delinquents commit.

From this data can readily be seen the importance of the problem of juvenile delinquency.

The following chapter will discuss the environmental causes of juvenile delinquency.

Changing Social Conditions.

The present day era is one of change, movement, speed, and automatization. Generations as a rule no longer live in or return to a family home. Neighbors have entirely different social and racial backgrounds, also their customs and traditions have different values.

"What has this to do with delinquency? One may rightly say that it has no more to do with delinquent behavior than it has to do with happiness or effectiveness or law abiding citizenry. But certainly it has something to do with all forms of behavior.--For out of these slow changes and trends in family life, new satisfactions and other ways of meeting basic needs must be built up. Social change which directly or indirectly affects the relationships in a family group must inevitably have an influence on the behavior of the individual members of that group." 1

CHAPTER II

CAUSES -- ENVIRONMENTAL

No single cause may be given for juvenile delinquency. Many factors seem to contribute to delinquency. The best classification of causes seems to be environmental and personal. Other classification of causes have been made by men like William Healy, Cyril Burt, and W. Clarke Hall. The following chapter will discuss environmental causes. By environmental is meant the surrounding conditions, influences, or forces of the child's social setting, both morally and materially, the home and neighborhood in which he live, his friends and associates, his places of amusement and employment, the temptations that confront him, and the efficacy of parental control and discipline.

Fred Haynes says: Changing Social Conditions.

The present day era is one of change, movement, speed, and automatization. Generations as a rule no longer live in or return to a family home. Neighbors have entirely different social and racial backgrounds, also their customs and traditions have different values.

"What has this to do with delinquency? One may rightly say that it has no more to do with delinquent behavior than it has to do with happiness or effectiveness or law abiding citizenery. But certainly it has something to do with all forms of behavior.--For out of these slow changes and trends in family life, new satisfactions and other ways of meeting basic needs must be built up. Social change which directly or indirectly affects the relationships in a family group must inevitably have an influence on the behavior of the individual members of that group." 1

1 Fred Haynes, Criminology, p. 149.

1 White House Conference On Child Health And Protection,
Op.cit., pp. 91-92

Changing social conditions make individual acts, harmless in themselves, a menace to society. The abundance of spirits possessed by the average growing boy must find expression in activity as suppression is not possible. The congestion of the city necessitates a limitation of individual activity since thoughtless acts which are unimportant in country districts may be a danger to property in the city. To avoid this danger to property, the city has passed ordinances which prohibit acts like playing ball, which in itself is not wrong, but, when played in the city streets is anti-social since it obstructs traffic, endangers persons, or may harm children themselves since they are in constant danger of being run down by the heavy traffic. But the change in law does not change the nature of the child.

In expressing his views on the changing social conditions, Fred Haynes says:

"Delinquent conduct may occur even in the normal young person as a result of adolescent instability and lack of experience in meeting the problems of adjustment to the complex conditions of modern life." ¹

Changing social conditions has forged into the foreground as a leading cause of juvenile delinquency and consequently demands attention in attempts to cope with delinquency in the present era.

Sullenger:

"Much has been written relative to the broken home as a causative factor or determinant in juvenile delinquency. Many studies ranging from an analysis of a few individuals to the intensive analysis of 4,000 children by Healy and Browner indicate that from 25 to 62 per cent of delinquents are the products of broken homes." ³

¹ Fred Haynes, Op. cit., p. 150.

² Walter C. Reckless and Marjorie Smith, Juvenile Delinquency, p. 118.

³ Fred Haynes, Criminology, p. 149.

⁴ S. Sullenger, Juvenile Delinquency, p. 20.

THE HOME

The home is the greatest source of formation of character. It is the place wherein the first steps should be taken in the making of ideal citizens for the future.

But the home does not always fulfill its duty toward the children.

"The fact that a great majority of youthful delinquents have in their histories an item which indicates faulty home conditions.

"The most important thing in the home is not the house, nor furniture, but the spirit in it. This spirit of comradeship with the child is within reach of rich and poor. By it the child is kept in the home, and his chances of serious delinquency are materially decreased. When a child is out of his parents' control, he is usually out of all control. From this group we will fill our prisons tomorrow." 1

The "broken home" plays an important role in the life of children:

"The delinquencies serious enough to end in commitments thus seemed to come more often from broken homes than from others. Control studies, which compared broken homes among delinquents with those for non-delinquents, showed two times as large a proportion of broken homes among delinquents as among non-delinquents." 2

Further opinion upon the broken homes is voiced by Sullenger:

"Much has been written relative to the broken home as a causative factor or determinant in juvenile delinquency. Many studies ranging from an analysis of a few individuals to the intensive analysis of 4,000 children by Healy and Bronner indicate that from 25 to 62 per cent of delinquents are the products of broken homes." 3

1 Fred Haynes, Op.cit., p. 150.

2 Walter C. Reckless and Mapheus Smith, Juvenile Delinquency, p. 118.

3 T. Earl Sullenger, Social Determinants in Juvenile Delinquency, p. 20.

Alcohol brings about much grief in the home and frequently affects the children:

"In Chicago in 1903-4, out of 584 boys who appeared in the courts; 107 had habitual drunkenness in their families. Of 157 girls in the Illinois State Training School, 31 were daughters of drunken fathers, 10 had drunken mothers, and 12 were from families in which other members than parents were vicious or criminal. Healy and Bronner found that 20 to 30 per cent of the homes from which 4,000 cases came were cursed with alcoholism, immorality, or crime." 1

Miss Blanche Weill has listed the following factors in the home which tend to cause maladjustment for the growing child, and consequently may force him into a delinquent career:

I Poor Personal Relations

- Domination by one member
- Interfering relative
- Favoritism
- Unwanted child
- Clash of authority
- Dissension between parents, overt or otherwise
- Oversolicitude
- Overseverity
- Neglect
- Jealousy
- Step-parent
- Ineffectuality of parent

II Disabilities

Physical

- Deafness of member of family
- Blindness of member of family
- Crippled member of family
- Invalidism
- Acute illness

Mental

- Mental defect in either parent
- Mental defect in member of family
- Neurotic member of family
- Psychotic member of family

1 Blanche Weill, *Behavior of Immigrants of the Home Family*, p. 23.

1 T. Earl Sullenger, Op.cit., p. 19

BOX III Maladjustments

Poverty is not a specific cause of delinquency, but it does play an important part in view of the fact that brought into the juvenile courts are either from poverty or just barely above the poverty line.

Healy and Bronner say:

Social

- Racial differences
- Nationality differences
- Religion differences
- Difference in conventions or standards
- Foster home
- Institution home

Broken Home

- a. Divorced mother
- b. Widowed member
- c. Imprisoned member
- d. Member in sanatorium

Moral

- Broken home
- Deserted home
- Disgraced home
- Immoral situation:
 - a. acute
 - b. chronic

IV Economic Pressures

- Insufficient income unaided
- Insufficient income aided
- Mother working out
- Father out of work
- Undigested wealth 1

Delinquency cannot be explained in terms of a few causative factors, because it is the results of a vast number of such social stimuli, as given above, which most frequently originate in the home.

Classifying the families according to Group I, very poor families, Group II, poor families, Group III, families in fairly comfortable circumstances, and Group IV, families which were apparently were quite comfortable, Breckinridge gives the following table on page 72:

1 William Healy, and Augusta F. Bronner, *Delinquency and Criminality*, p. 118

1 Blanche Weill, Behavior of Young Children of the Same Family, p. 23.

POVERTY

Poverty is not a specific cause of delinquency, but it does play an important part in view of the fact that the majority of children brought into the juvenile courts are either from families in dire poverty or just barely above the poverty line.

Healy and Bronner say:

	Number	Per cent		Number	Per cent
Group I	223		"Poverty was formerly considered to be the most direct and forceful causative factor in delinquency and crime, and this was to be expected, since it is the most objective and easily observed feature of the background. Fair estimates of its total relative importance in the production of delinquency are, nevertheless, very difficult to make, for here, if anywhere, it must be remembered that studies deal only with the caught (or registered) offender. Wealth frequently acts as a great protector and discriminator as far as arrest and punishment for crime are concerned." 1		
Group II	221				
Group III	124				
Group IV	10				
No Home	6				
Total	584				

Sophonisba P. Breckinridge's opinion on poverty as a source of delinquency is:

W. Clarke Hall states:

"Children in families of great wealth may be guilty of much more serious offenses than are the children of the poor; but the offenses of the latter bring them more quickly within the reach of the law. poverty in itself is often a direct and compelling cause of delinquency." 2

Classifying the families according to Group I, very poor families, Group II, poor families, Group III, families in fairly comfortable circumstances, and Group IV, families whose homes apparently were quite comfortable, Breckinridge gives the following table on page 72:

1 William Healy, and Augusta F. Bronner, Delinquents and Criminals, p.118

2 Sophonisba P. Breckinridge, Delinquent Child and the Home, p. 70.

Table 4.

Classification into economic groups of families of 584 boys and 157 girls for whom family schedules were obtained.

Economic Group	Boys		Girls	
	Number	Per cent	Number	Per cent
Group I	223	38.2	108	68.8
Group II	221	37.9	33	21.0
Group III	124	21.2	12	7.6
Group IV	10	1.7	2	1.3
No Home	6	1.0	2	1.3
Total	584	100.0	157	100.0

This table brings out the proof of Breckinridge's statement concerning delinquency and poverty.

W. Clarke Hall states:

"I have written as if 'juvenile delinquents' came to the courts wholly from the poorer classes, and this is almost universally the case, not because these boys are more delinquent by nature; in many respects they are far less delinquent than those in better positions, but the misdeeds of the one are committed in the streets and discovered by the watchful eye of the policeman, while the misdeeds of others are hidden away in the boarding school 'for troublesome and backward boys,' to which his parents have discreetly consigned him." 1

The majority of children whose families are in poverty will in some way be connected with delinquency. Poverty is closely followed by delinquency and crime.

1. W. Clarke Hall, The State and the Child, p. 10.

Hall in The Story of the Bad Companions relates a story of a boy

Many boys and girls who find themselves delinquent, are not wholly responsible. Some close chum may have led or dared them into stunts which finally caused them to become delinquent. School. His

reason was Cyril Burt offers proof: to Industrial School:

"Of all the explanations offered to the investigator for the wrongdoing of a particular child, the commonest is the influence of bad companions." 1

Or as he remarks a little further on: never his pals "went on

a spree", has been the determining factor. "The friendships that most commonly exert a harmful influence are friendships with others of the same age and sex as the

child himself, living outside the child's own home, but coming often from the same school and the same street, and either actively engaged in delinquency themselves or else actively inciting and encouraging it." 2

Young boys and girls are easily impressed, and it is no task at all for the ever present bad boy and girl to attract these youngsters, who desire to immitate them in order that they may qualify to pal around with them. After having been accepted as a "side kick" or "partner", the younger children are taught the essential fundamentals, better known as "the ropes," of petty crimes.

Reckless and Smith say:

"Thus the teaching of definite techniques, such as "jack rolling," pocket picking, or burglary, have been noted in accounts told by delinquents of their early experiences. Likewise, traditions of the criminal --- the so-called "criminal code" --- are imported and acquired in a manner quite similar to religious and political heritages." 3

1 Cyril Burt, Op.cit., p. 123.

2 Ibid., p. 124. Op.cit., p. 4.

3 Reckless and Smith, Op.cit., p. 147.

Hall in The State and The Child relates a story of a boy who had been placed on probation, but who was once again charged with theft. The boy's own theory how he could be saved from growing into a confirmed criminal was to be placed in the Industrial School. His reason was not that he wanted to go to Industrial School:

"it ain't that, but I don't want want to be bad, and when other boys go on a spree, I just can't help going too and doing my bit." 1

The very urge which this boy had, whenever his pals "went on a spree", has been the determining factor or impulse that has lead many boys into delinquent careers.

Thus it can be seen that a child's companions may change or influence his whole life.

"At times the rapidly growing boy comes to feel an intense and un-reasoning aversion toward the school he has hitherto been fond of; and his dread of being shut up indoors, hemmed round by the four walls of a classroom, may develop into a mild degree of what in the neurotic would be diagnosed as claustrophobia -- a horror of close confinement." 1

Maladjusted conditions in the classes make school life unpleasant and truancy may lead to delinquency.

"It is impossible, on the basis of available information, to state how much delinquency of a more serious nature follows truancy, but it is a matter of common agreement that truancy is often an early symptom of a child's maladjustment in school and at home." 2

1 Cyril Burt, Op.cit., p. 173.

2 White House Conference on Child Health and Protection.

1 W. Clarke Hall, Op.cit., p. 4.

Op.cit., p. 107.

THE SCHOOL

The school is an important factor to be considered when one is studying the causes of delinquency. Next to the home it is the most constructive force in the formation of attitudes and interests. A large percentage of delinquents began their careers during the years they were attending school.

The school is not perfect. Some teachers are in the profession merely for economic compensation and consequently do not perform their duties toward the children.

Many children, mostly boys, show a dislike for school very early.

"At times the rapidly growing boy comes to feel an intense and unreasoning aversion toward the school he has hitherto been fond of; and his dread of being shut up indoors, hemmed round by the four walls of a classroom, may develop into a mild degree of what in the neurotic would be diagnosed as claustrophobia --- a horror of close confinement." 1

Maladjusted conditions in the classes make school life unpleasant and truancy may lead to delinquency.

"It is impossible, on the basis of available information, to state how much delinquency of a more serious nature follows truancy, but it is a matter of common agreement that truancy is often an early symptom of a child's maladjustment in school and at home." 2

1 Cyril Burt, Op.cit., p. 173.

2 White House Conference on Child Health and Protection,

Op.cit., p. 109. *Problems of Child Welfare*, pp. 271-272

Mangold in discussing children and their reactions toward school gives the following as reasons for their retardation:

"Irregular attendance; Truancy due to the lack of support by the courts in the enforcement of law, and to failure of parents to cooperate; Insufficient number of truant officers; Ignorance of the English language; Transfers to other schools; Physical defects; Sluggish mentality; Oversized classes; Absence of teachers; Part time attendance at school; Varying standards of rating pupils; Insufficient teaching; Improper methods of promotion.

It is significant that the proportion due to lack of interest is higher among boys than among girls, indicating that our schools fail somewhat in making school work appear practical to boys." 1

The importance of the school in the life of the child is unlimited. The school influences the child more today than ever before.

It can be seen that the school is an important factor to be considered when investigating delinquency in a child.

The offenses committed by the working child are more serious than the non-working child. Mangold expresses it thus:

"The difference was indicated in regard to the gravity of the offenses, and it appears that the working child is inclined to the more serious offenses, and also distributes the larger proportion of repeating offenders."

1 W. Douglas Morrison, *Juvenile Delinquency*, p. 184.

2 T. Earl Sullenger, *Practical*, p. 184.

1 George Mangold, Problems of Child Welfare, pp. 271-272

3 Mangold, *ibid.*, p. 272.

STREET TRADES

Working children either desire to work or are compelled to do so by necessity. At any rate many effects of child labor are demoralizing. The type of work children usually perform, such as messenger service, paper selling, errand and delivery work, affords many temptations.

"In large cities many of them earn a scant pittance as street hawkers and newspaper sellers; and when this kind of occupation fails them, as it often does, they resort to begging, or degenerate into thieves." 1

Child labor in the form of street trades seems to be conducive to delinquency. It is not the work that is evil, but the conditions under which it is done.

Sullenger says:

"In cities where studies have been made it has been found that delinquency among juveniles engaged in street trades has been from three to ten times as great among the non-working and those otherwise employed. The environmental conditions under which they work give chance for mischievous boyish tendencies to grow into vicious forms of experience." 2

The offenses committed by the working child are more serious than the non-working child. Mangold expresses it thus:

"Little difference was indicated in regard to the gravity of the offenses, but it appears that the working group inclines to the more serious offenses, and also contributes the larger proportion of repeating offenders." 3

1 W. Douglas Morrison, Juvenile Offenders, p. 154.

2 T. Earl Sullenger, Op.cit., p. 157.

3 Mangold, Op.cit., p. 359.

Or:

Summary

"He becomes acquainted with bad women, is made callous to degrading sights, and is often thoroughly prepared for a career of vice and crime." 1

This chapter dealt with the factors which play a large part in contributing to the delinquency of the child.

Mangold on page 361 of Child Welfare has a study of 2,416 delinquent boys which showed that 1,176 or 48.6 per cent, when last employed worked in one of the following occupations which ranked as follows:

The ensuing chapter will deal with the personal causes of delinquency among boys and girls.

Delivery and errand boys.....	20.3 per cent
Newsboys and bootblacks.....	18.6 per cent
Office boys.....	1.9 per cent
Street vendors.....	2.7 per cent
Telegraph messengers.....	3.0 per cent
Amusement resorts.....	2.1 per cent

Child labor in the form of street trades may lead young boys into some form of delinquency.

1 Mangold, Op.cit., p. 359.

Summary

CAUSES OF JUVENILE DELINQUENCY -- PERSONAL

This chapter dealt with the environmental factors that play a large part in contributing to the delinquency of the child.

Some say that these factors do not directly cause juvenile delinquency. I am in perfect agreement. But I do say that these various environmental factors coupled with other circumstances indirectly lead children into delinquent careers.

The ensuing chapter will deal with the personal causes of delinquency among boys and girls.

One of the most important things in life is health. Without health people cannot be physically, mentally, and morally capable and efficient. This is true not only of adults but also of children, in fact, it is even more important for children since during childhood habits and characters are being formed.

In the early history of criminology there was a strong belief that bad physical conditions often led to delinquency. Although all authorities do not agree on the part played by physical factors in the causation of delinquency, they do consider it of importance when diagnosing the case of a young offender. Burt expresses it as:

"Indeed, so regularly is chronic moral disorder associated with chronic physical disorder that many have contended that crime is a disease, or at least a symptom of disease, needing the doctor more than the magistrate, physic rather than the whip." 1

1 Cyril Burt, *Emotion*, p. 238.

CHAPTER III

CAUSES OF JUVENILE DELINQUENCY -- PERSONAL

The home and other environmental influences are not the only causes of juvenile delinquency. Personal causes also exist. Moreover, individuals differ, and each delinquent must be considered separately.

PHYSICAL CAUSES

One of the most important things in life is health. Without health people cannot be physically, mentally, and morally capable and efficient. This is true not only of adults but also of children, in fact, it is even more important for children since during childhood habits and characters are being formed.

In the early history of criminology there was a strong belief that bad physical conditions often led to delinquency. Although all authorities do not agree on the part played by physical factors in the causation of delinquency, they do consider it of importance when diagnosing the case of a young offender. Burt expresses it as:

"Indeed, so regularly is chronic moral disorder associated with chronic physical disorder that many have contended that crime is a disease, or at least a symptom of disease, needing the doctor more than the magistrate, physic rather than the whip." 1

1 Cyril Burt, Op.cit., p. 201.

1 Cyril Burt, Op.cit., p. 238.

Some hold that the delinquent is not physically inferior to the non-delinquent. John Slawson's The Delinquent Boy gives an interesting study of the height and weight of delinquent boys committed to the New York House of Refuge, State Agricultural and Industrial School, Berkshire Industrial Farm, and Hawthorne School. A comparison was made with the height and weight of working boys from 14 to 16 years of age. Physically the delinquents were on par with the non-delinquents. Others hold that physical disabilities may contribute to delinquency. The following quotation from The Young Delinquent differs with Slawson's results:

"In height and weight, and in general bodily growth, the delinquent child departs, and that very frequently, from the normal; at thirteen, for example, boys in the industrial schools are nearly four inches shorter and nine pounds lighter than other boys of equal age. And the results of such inquiries are commonly summed up by saying that the physique of delinquent children, though it exhibits no qualitative differences, is yet upon the average inferior to that of the non-delinquent at every year of life." 1

1 Cyril Burt, Op.cit., p. 201.

1 Cyril Burt, Op.cit., pp. 266-269.

The following statement of Cyril Burt's sums up the importance of physical factors in relation to delinquency:

"Physical discomfort of every kind is apt to sharpen general nervous irritability and in particular to increase impulsiveness. The discomfort itself may come from sources altogether trifling. A sore, a smarting wound, a swollen gland, an eruption of the skin, or a disorder of the stomach may be enough to unhinge a child's weak will. Carious teeth cause toothache; bad sight uncorrected by spectacles brings eye strain; eye strain, general fatigue, and countless forms of mild ill health produce in turn continuous or recurring headache. In one who suffers from such physical annoyances, all calm intellectual occupation, all cool and quiet reflection upon conduct and its probable results are for the time being in abeyance. As a result, instinctive and impulsive action preponderates, and the unpleasantness of the inner stimuli sets up a temper of fretful petulance that tends to wreak itself on the world without. Often, too, the jaded mind snatches eagerly at any sedative or stimulant which may seem likely to dispel, or at least help it to forget, the importunate twinges of pain. The young child takes to sweets and dainties (often stolen for this very purpose) or to the picture theater, or to restless spells of aimless wandering; the older youth turns to spirits, tobacco, or gambling; and the older girl to flirting, to fast and frivolous diversions, or to the more desperate solace of cocaine." 1

1 White House Conference On Child Health and Protection, Op.cit., p. 71.

1 Cyril Burt, Op.cit., pp. 268-269.

Another expression of the relationship of physical defects to delinquency is given in The Delinquent Child:

"However, there are individuals who, because definitely suffering from physical defects, diseases, and peculiarities, tend more readily than others to respond to opportunities which suggest or directly offer the chance for misconduct." ¹

Physical defects are bound so closely with other factors in child life that it is difficult to separate them and say that they are direct causes of juvenile delinquency. Physical defects may be an indirect cause of juvenile delinquency, but on the whole, it is evident that the part played by them is only a small one in the delinquency of children.

¹ White House Conference On Child Health and Protection, Op.cit., p. 71.

MENTAL CAUSES

To commit delinquency necessitates a conscious act, which involves the mind and intelligence of an individual. Individuals whose mental state is defective are said to constitute a great part of our juvenile delinquents. How can we tell our defective delinquents?

Stanley Davies says:

"If on a hearing on an application for commitment as a defective delinquent, the court finds the defendant to be mentally defective and, after examination into his records, character and personality, that he has shown himself to be an habitual delinquent or shows tendencies towards becoming such, and that such delinquency is or may become a menace to the public, and that he is not a proper subject for the schools of the feeble-minded or for commitment as an insane person, the court shall make and record a finding to the effect that the defendant is a defective delinquent and may commit him to such department for defective delinquents according to his age and sex, as hereinafter provided." 1

Cyril Burt gives this definition:

"The temperamentally defective I should define as persons who, without being intellectually defective, exhibit from birth or from an early age, a permanent emotional instability, so pronounced that they require care, supervision, and control for their own protection or for the protection of others." 2

1 Stanley Powell Davies, Social Control of the Mentally Deficient, p. 136.

2 Cyril Burt, Op.cit., p. 491.

Dr. Pearce Bailly explains the difference between the normal and defective individual:

"A practical difference between normals and defectives is that the latter require more special training. They can be taught to do useful things and thrive and blossom under kindness, approval, praise and reward. Their affections are lively and attach readily to whoever wins their confidence. If all defectives could be brought up in good homes, they would cease to be the social menace they are now. But many of them are brought up under the most horrible surroundings. Half the cases which appear before the New York City Children's Court are brought there on account of improper guardianship, which means that they have no home life at all, or that their home surroundings are such as to turn into criminals any but the strongest characters. In such surroundings, being credulous and imitative, they take on the ways of the adults with whom they are thrown. The Lombroso theory of the born criminal must give way to the modern theory of the criminal created by his early surroundings." 1

Mental defectives are more subject to temptations and suggestions of modern life than normal individuals. Burt says:

"Among all the innate psychological characteristics of the delinquent, a marked emotionality is one of the most frequent, as it is one of the most influential." 2

1 Stanley Powell Davies, Op.cit., p. 170.

2 Cyril Burt, Op.cit., p. 491.

They find it rather difficult to get along very well in ordinary society. Instead of kindness and friendship the mentally defective frequently receives only taunts and jeers. Shunned and snubbed, the mental defective withdraws from others and contents himself with day dreams. Not all of these dreams are of the right kind. The child may imagine himself committing some delinquency and succeeding in escaping from the police and may feel that he has achieved a victory over his environment.

The child may attempt to carry out his dreams. But in real life he is not successful and is brought into the juvenile court.

William Healy speaks of:

"Criminalistic imagery, sometimes fairly obsessional, which persists, and is strong enough to impel misconduct." 1

Mental defects, however, need not lead to delinquency.

Stanley Davies says:

"In other words, while a somewhat larger percentage of the mentally deficient than of normal persons may drift into delinquency, this does not mean that there is any causal connection between mental deficiency per se and delinquency per se, but rather that mental defectives, coming frequently from poor environments, and being deprived of opportunities for wholesome contacts, are more likely to come under influences that will lead them into delinquent ways." 2

1 William Healy, The Individual Delinquent, p. 34.

2 Stanley Powell Davies, Op.cit., p. 171.

EMOTIONAL CAUSES

The emotional life of the child is an important factor in delinquency.

A definition of emotions follows:

"Emotion is any of the feelings of joy, grief, fear, hate, love, awe, reverence, etc; any of the feelings aroused by pleasure or pain, activity or repose, in their various forms, or the type of consciousness, characterized by such feelings." ¹

The delinquent often is found to be unsatisfactorily adjusted to other personalities or conditions in his environment. The delinquent often is a creature of unsatisfied desires; he may be unhappy, habitually or occasionally; he may have times of restlessness known only to himself, or they may be exhibited openly. Feelings of frustration are sometimes found. The child may have a sense of not being wanted in some group or of not being trusted or of not belonging. Or perhaps he does not achieve success in his family group or in his school or among his playmates. The delinquent frequently is an unsatisfied individual.

Sometimes it seems as though the boy and girl are really getting along very well, and yet they take to delinquency. It is a problem to understand the emotional lives of such boys and girls. They enter into delinquency for the sheer pleasure of the act itself. It seems logical that if there were sufficient outlets, as there frequently are not in the restrictions of modern city life as compared with former opportunities for physical adventure, the individual would not turn to delinquency for satisfactions.

¹ Earl T. Sullenger, Op.cit., p. 52.

The inner mental conflicts which subtly create delinquent trends are ideational life, personality, difficulties, mental disease, abnormal personalities, personal experiences, personal habits, and physical structure and functioning. The majority of these which have already been discussed in one phase or another earlier in the thesis.

The Delinquent Child discusses emotional factors in delinquency:

"The lay observer is better acquainted with elements of the ideational life connected with delinquent behavior than with the urges that arise from an emotional background. And it is perfectly true that in any case the emotional background has to be attached to ideas before any specific conduct ensues. From whatever source obtained, the delinquent's actual thoughts about specific forms of delinquency and crime are direct precursors of his anti-social behavior. Perhaps the ideas of delinquency most frequently arise from communications of companions; it is certainly safe to say that delinquency is often the result of this form of contagion, it is caught as it were. But some young people ideas arise through reading undesirable literature, especially crime news; many instances of this could be given.

"Sometimes the ideas flash up only in the face of special opportunities, as when a boy suddenly thinks of the pleasure of joyriding when he sees an automobile he can take, or when a girl suddenly thinks of the pleasure she would have in wearing a pretty bracelet which she sees an opportunity to take. Similar sets of ideas recur obsessively, indeed perhaps the misconduct is preceded by a period of very definite thought and planning.

"The study of the fantasy life (day-dreams) of children and older young people frequently reveals material that is closely connected with the development of their behavior trends; this seems especially true of delinquents. The wish fulfilment and the hero type of fantasy can easily develop in this direction. Some dwell in their mind pictures on the enjoyment of possessions or of experiences which may carry over into delinquency which actually fulfils these wishes. Ideas thus develop into action.

MORAL FAULTS

The young individual who does not find satisfactions in other ways may dwell, in his daydreams, on the joy and glory of some form of successful delinquency, of eluding the police and achieving the feeling of victory over the environment. Some extravagant careers have been based upon this type of fantasy life." 1

Burt expresses his opinion of emotional life in regard to delinquency:

"Among all the innate psychological characteristics of the delinquent, a marked emotionality is one of the most frequent, as it is one of the most influential." 2

The emotional life of delinquent children needs study.

Characteristic traits of childhood appear. Nearly all of the distinctive actions of earlier life have disappeared. But still the child has not learned to correlate cause and effect; he is still lacking in judgment and foresight, and to a large degree is unconscious of the effects of his acts on others. He is self-centered, his moral principles are still in the process of development, and he is very susceptible to external impressions.

Orison Swift Marden says:

"The moral faculties and sense of responsibility develop more slowly than other traits in children." 3

1 White House Conference On Child Health and Protection, Op.cit., pp. 61-62.

2 Cyril Burt, Op.cit., p. 491.

3 Orison Swift Marden, Building Character, p. 34.

MORAL CAUSES

In the moral development of the child, there are three distinct periods. In the first period there is little difference between the delinquent and the neglected child. It consists of the first eight years of life, and many children of this age, if not immoral, are at least unsocial, but their delinquency is almost wholly due to the neglect of their moral education by their parents, and they should be treated as neglected persons. During this first period a full knowledge of the underlying causes of the difficulty will shift the burden of the blame to the parents.

In the next age period, nine to thirteen years, several characteristic traits of childhood appear. Nearly all of the instinctive actions of earlier life have disappeared. But still the child has not learned to correlate cause and effect, he is still lacking in prudence and foresight, and to a large degree is unconscious of the effects of his acts on others. He is self-centered, his moral principles are still in the process of development, and he is very susceptible to external impressions.

Orison Swett Morden says:

"The moral faculties and sense responsibility develop more slowly than other traits in children." 1

1 Orison Swett Morden, Building Character, p. 14.

The formation of habit proceeds at a very rapid pace during this period. A basis is laid for adolescence. Religious training is also imparted. The child becomes more truthful.

From twelve to seventeen is the period marked by the practical completion of habit formation and the training of the child for success or failure. This period witnesses the culmination of physiological and psychological changes. The religious impulses may be strongest in this period. Character training is all-important in preventing delinquency.

From his juvenile court experience the Honorable Ben B. Lindsey emphasizes the need of character training:

"no two children are alike, and each individual child must be dealt with according to his needs. I want to emphasize one point--that the child is moral just in so far as he is strong, just so far as his character is developed. Character comes through conscience and conscience comes through the development of the human heart, and until we reach the heart of the child, until we teach him to do right because it is right---and not because he will get in jail---we are not going to have a morally strong boy." 1

1 Honorable Ben B. Lindsey, Training, Not Punishment, p. 201.

Heredity, environment, and training influence what you are, what you do, and what you have.

According to Stanton Coit:

"Character must be built up in morality, and not startled into it by the thunders of the law or an utterance from heaven." ¹

Character training is all-important in preventing delinquency.

¹ Stanton Coit, Ethical Democracy, p. 165.

Summary

In this chapter personal causes of juvenile delinquency were discussed.

The individual delinquent must be considered. His physical, mental, emotional, and moral characteristics are guiding factors in all of his activity. Therefore their importance can readily be understood.

The next chapters will deal with prevention of juvenile delinquency.

CHAPTER IV

INDIVIDUAL PREVENTION OF JUVENILE DELINQUENCY

EDUCATING PARENTS

Many parents are not properly prepared for their duties.

There is a great need of education in preparation for marriage and parenthood. The Committee on Family and Parent Education of the White House Conference recommended that:

"instruction should be provided by schools and colleges to further the satisfactions of intelligent participation in family life and to prepare for courtship, marriage, and parenthood." 1

Every community should give parents instructions in the principles of home-making, family relationship, and the education and care of children.

Being fathers and mothers does not automatically bring with it knowledge of the proper methods of rearing children. This quotation from page 13 of Children's Bureau lends proof to the above statement:

"Official studies long ago showed that parental ignorance of good methods of caring for babies was one of the causes of a high rate of infant deaths, while the educational work that has been done among parents in recent years has helped to save many infant lives."

1 Children's Bureau, Facts About Juvenile Delinquency, Its Prevention and Treatment, p. 12.

Some parents take pride in the fact that they follow to the letter prescribed rules for the physical hygiene of their children. The same parents foolishly or ignorantly overlook the mental hygiene of their children. Parents should know the exact amount of stress to lay upon mental and physical hygiene. Parents should also guard against attempting to make their child's life compensate for their own failure to reach certain goals of achievement.

Modern research has made available much material on mental hygiene and habit training as well as on the general aspects of child care. Both public and private facilities have been developed not only to place theoretical information at the disposal of the average parent but also to furnish practical assistance in dealing with the conduct problems of individual children.

The leading facilities are literature on child care and training, radio talks on child care, correspondence courses, educational programs in colleges and schools, study groups and mothers' classes, individual instruction, habit clinics, and child-guidance clinics.

The Children's Bureau, state divisions of child hygiene, and many women's magazines distribute and publish articles for parents. Through these means no home within reach of a postman need be without literature on the proper training of children. Various clubs, organizations, and health departments give talks over the radio upon the subject of proper training and care of children. State departments carry on correspondence courses for mothers on care of infants and young children. Marquette University has Family and Child Welfare Courses that prepare for parenthood. Instructions are given to parents by child-guidance clinics, consultation centers, churches, juvenile courts, community centers, visiting teachers, etc.

Thus it can be seen that there are attempts being made to educate parents in order that they will be adequately prepared for rearing children.

In dealing with delinquency there are no short cuts, and no matter what may be done in providing education for the parents, it must be realized that it will be but one factor in the prevention of juvenile delinquency.

THE CHURCH

Home, church, and school help train the child.

While it would seem that parents should send their child to church, they should base their own lives on spiritual values before attempting to train the child. If they succeed in doing this, they give the child from his earliest days a feeling of stability and security and a responsibility for directing his life in harmony with highest ideals.

Knowledge of correct conduct and motives sufficiently strong to make this knowledge operative must be developed in the child not only by teaching but also by actual demonstration.

This extract from The Delinquent Child gives the aim of the church as:

"to give the child a satisfactory philosophy of life; a sense of belonging to something bigger and nobler than himself; a sense of security which comes, not from the outside, but from peace within." 1

1 White House Conference On Child Health and Protection, Op.cit., p. 141.

The Wisconsin News of December 3, 1936 said:

"Seventeen year old James Sullivan, in the shadow of New York's electric chair, gives this advice to boys of his age: 'Tell them to obey their parents. Tell them to go to church, no matter what their religion is. Tell them to take school seriously as long as they have the chance.' Wise words, worth more than a hundred sermons on righteousness. Jimmy didn't mind his parents, he didn't go to church, he ran away from school to become a burglar and a killer. That trail led to his doom. That's why his advice is worth listening to. Jimmy knows. He is going to pay the piper."

Children who come into contact with juvenile courts are not adequately trained in the matter of religion.

O'Grady says:

"One of the things that impresses the student most about children who come before the juvenile court is their utter lack of religious instruction. A large number of Catholic children before the court have never received their First Communion. They are not acquainted with the very fundamentals of their religion. In many cases, their families are entirely out of touch with their parishes." 1

The church can prevent juvenile delinquency as well as aid in curing it.

1 John O'Grady, Introduction to Social Work, p. 166.

SUMMER CAMPS

In the many summer camps throughout the country emphasis is shifting from recreational to educational functions. Recreation is being directed into character-building channels. The director who has charge of a boy for the regular camp period of eight weeks has almost as much of his time as the regular school teacher during the entire year. So the two months spent in a summer camp present a great opportunity for learning. The boys and girls arrive at the various camps carefree and full of anticipation; there are no examinations to pass, no satisfying adult requirements. They do things they want to do and in such a way that it leaves an impression upon their characters.

Children learn how to swim and dive, how to handle a canoe, how to sail, to ride horseback, and become experts in a great variety of outdoor sports. They not only acquire the habit of achievement but with it, they learn also how to live happily with others. Every precaution is taken to eliminate fear and to inspire confidence, care is exercised to see that the efforts of shy and timid children are rewarded with success and that they are never placed in embarrassing situations. Camp members soon learn to share unselfishly, cooperate cheerfully, and know the self-respect that comes from successful effort.

Dr. George Mohr says:

"The objectives to be achieved with the individual camper are broad indeed. Particularly for the child who is having his first prolonged experience away from the parental roof, the summer camp period offers an opportunity not frequently or readily equalled in other situations. If this opportunity is to be exploited reasonably well, the social and emotional development of the child, as well as his physical growth, should be considered and the camp experience devised so as to favor growth in these fields." 1

Doctors, who are child specialists, and nurses should be on the staff of every camp. There should be every precaution to prevent accidents and overstrain of the boys and girls while they are at camp. In view of the fact that the health of the youngsters is one of the main issues, every camp should have a qualified dietitian on its staff.

There is an increasing recognition on the part of the parents, educators, and psychiatrists that the summer camp may be of much importance in the field of mental hygiene, for no other situation lends itself more readily to complete environmental control and at the same time affords so great an opportunity for satisfying basic urges and desires. Constant and thorough observation, essential for both diagnostic and remedial purposes, is possible. The intimacy and informality of the relationship between camper and staff members make it possible to understand the mental and emotional life of a child in a very short time.

It is regrettable that because of varying financial positions it is not possible to send all children to camps in summer.

1 Dr. George Mohr, Mental Hygiene News, p. 1.

CHAPTER V

BETTER HOUSING

The term "housing conditons" includes the space per household, type of dwelling, and kind of neighborhood.

Every city has what is known as its slum section, which is overcrowded with the poor people of all nationalities, who are barely able to eke out a living. The buildings are crowded, and conditions are unsanitary. Two and three families may occupy one flat. Children may sleep in the same room with adults; adolescents of different sex sleep in the same room.

The Federal Housing Administration says:

"The overcrowding of housing facilities is accompanied by unhealthful sociological conditions and by unfavorable economic implications. Crowded conditions do not necessarily indicate a general housing shortage, but rather a deficiency in housing accommodations for which the lower income groups can afford to pay." 1

This slum area is the breeding ground for a large amount of delinquency. For delinquency prevention adequate housing is necessary. Edith Elmer Wood says:

"No nation can rise higher than the level of its homes. Whether we approach the subject from the point of view of health, morals, child conservation, industrial efficiency, Americanization; or good citizenship, the housing problem is fundamental." 2

1 Federal Housing Administration, Analysis Of Housing in Peoria, p. 86.

2 Edith Elmer Wood, The Housing Of The Unskilled Wage Earner, p. 1.

She expresses her views upon the extent of bad housing conditions in the United States:

"Roughly stated, one-third of the people of the United States are living under subnormal housing conditions;

"and about a tenth are living under conditions which are an acute menace to health, morals and family life, conditions which tend to produce degenerative changes in those subject to them." 1

This brings up the question of just what constitutes the necessities of a practical healthy house. In the first place there should be enough of light, air, and space for health, enough rooms to permit privacy and the preservation of self-respect, and as many modern conveniences as possible. Such items as certain minimum standards of floor space, window space, cubic air space per occupant, size of courts and yards, plumbing, fire escapes, repairs and cleanliness have all been enacted into law.

Edith Wood quotes Owen R. Lovejoy:

"The Right to a Home. Social welfare demands for every family a safe and sanitary home; healthful surroundings; ample and pure running water inside the home; modern and sanitary toilet conveniences for its exclusive use, located inside the building; adequate sunlight and ventilation; reasonable fire protection; privacy; rooms of sufficient size and number to decently house the members of the family; freedom from dampness, prompt, adequate collection of all waste materials. These fundamental requirements for normal living should be obtainable by every family, reasonably accessible from place of employment, at a rental not exceeding 20 per cent. of the family income." 2

1 Edith Elmer Wood, Op.cit., p. 7.

2 Ibid., p. 10.

The next step is to obtain necessary facilities for better housing. Over a period of years there have developed in the United States two types of housing laws which have as their aim the bettering of housing conditions. They are (a) Constructive type, which tends to increase the supply of good houses, and (b) Restrictive which tends to prevent the erection or the maintenance of bad houses, through the establishment and enforcement of minimum standards of, light, ventilation, sanitation and safety. The constructive housing legislation creates the mechanism through which the community itself undertakes to provide suitable houses at a low cost.

Prior to 1933, when Franklin D. Roosevelt was elected president of the United States, restrictive housing legislation alone was used. Since Roosevelt has been in office, there have been many federal aid projects throughout the country, and one of the things included under these projects was research into the housing conditions of different cities.

Having acquired much helpful data, the Federal Housing Administration has planned and put into action in various cities housing programs.

It is hoped that better housing will prevent delinquency.

"Unsatisfactory housing can be eliminated only by a properly planned housing program, and once that is accomplished there will be a decrease in delinquency due to the improvement of the environment." 1

1 Monthly Labor Review, August 1936, p. 344.

LIVING WAGE

In order to exist in this highly competitive and complex world one must earn money enough to do so. The main difficulty that is often brought up is just what constitutes a living wage. Is it a fair wage or a mere subsistence wage? The only conclusion that can be reached is that it is a compromise of the two.

One interpretation of it is thus:

"As long as any human being is giving his best skill and strength to his work, he could have a little fun out of life; and I tell you if any just God had the ordering of this world he'd see that it was arranged that way." 1

The living wage for a working man is one that will enable him and his family to have a decent livelihood. "A decent livelihood" is very difficult to define. What is considered a decent living standard for one man may not be thought so for another. Some families can work miracles with a certain sum of money. Another family of the same size with the same amount of money may have a hard time trying to make ends meet. Standard of living includes food, clothing, and shelter sufficient to maintain a man and his family in health, recreation to a certain degree, and some opportunity for social intercourse. In general, it comprises an elementary degree of physical, mental, moral, religious, social, and recreational welfare.

1 John Hopkins Denison, Beside The Bowery, pp. 18-19.

The only method of bringing about a living wage universally is that of legislation. The state should make it illegal for anyone to pay less than what competent authorities will determine to be a living wage, a wage sufficient for decent support of a man and family, and, in the case of a woman, enough for decent individual support.

When this is accomplished, many conditions that ordinarily lead to delinquency will be eliminated, and a decrease in juvenile delinquency will be brought about.

H. H. Low says:

The school system is a position of great strategic importance in the prevention of juvenile delinquency. From the point of view of prevention the school is pre-eminently a place where the child is educated in the habits of industry, honesty, and responsibility, and is thus prepared to meet the challenges of life. The school must equip itself to face the responsibility and call to life and social service.

The school attempts to prevent delinquency through vocational guidance, extra-curricular activities, and the use of recreational facilities.

1. Ernest Horn, *Manual and Vocational Education in the United States*, p. 192.

2. Herbert A. Low, *Delinquency and the Social Order*, p. 140-141.

THE SCHOOL

The importance of the school in preventing delinquency is recognized more and more. Dr. Ernest Horn lists the following reasons for the importance of the school in this field:

1. "The school has the child under its control for a very large part of his working day.
2. "The public is convinced of the fundamental integrity and morality of the body of teachers and superintendents as a whole.
3. "The schools are strategically located, that is, wherever there are people, there are schools.
4. "The school is more directly under the control of the state and of the community than is any other educational agency."

Since delinquency is a problem of youth, and the schools train the young, the schools should try to prevent juvenile delinquency.

H. H. Lou says:

"The school stands in a position no less strategic in the prevention of juvenile delinquency than that of the home. From the point of view of prevention the school is pre-eminently in a position of vantage in detecting maladjustments which indicates neglect and delinquency, and in dealing with conduct difficulties before it becomes necessary to bring the child to court. The school must equip itself to face its responsibility and call to its aid other social agencies."

The school attempts to prevent delinquency mainly through vocational guidance, extra-curricular activities, and the use of recreational facilities.

1 Ernest Horn, Moral and Civic Education in the Elementary School, p. 192.

2 Herbert H. Lou, Juvenile Courts in the United States, pp. 183-184.

In the field of vocational guidance the school provides for special schools whose primary purpose is to train children along the lines that will best fit them to earn a living. Children, boys in particular, who are problem children as far as academic work is concerned may develop very rapidly if they are transferred to a vocational or technical school. Quite frequently placing a child in one of these special schools or classes has been sufficient to check his tendencies toward delinquency.

Wherever it is possible school systems should include special schools which are adapted to training children along vocational lines, or have special classes to provide for this work.

Extra-curricular opportunities may be provided by the schools that will afford a means of occupying any leisure time that children might use in desirable pursuits. This type of activity is of special value to the children whose home conditions are not conducive to good conduct. It will serve to absorb the interest and attention of boys and girls who might otherwise be tempted to delinquency. A child who is given an opportunity to join various school clubs which will allow him to develop his abilities and hobbies, and provide him with companions whose influence is for the good will have little time to get into mischief.

The opportunity of the school to furnish recreational facilities will result in much the same benefit as its opportunity for extra-curricular activities. Schools in poor districts and crowded neighborhoods can be of very great benefit in this respect. Where the children have no place to play but the street a school playground is a most welcome place of recreation.

Through games and sports, children can get rid of any excess energy that might otherwise be devoted to conduct tending toward delinquency.

The school should also teach respect for Sullenger expresses law and rules of citizenship:

"The teaching of citizenship should begin in the kindergarten and continue through the high school. The public school is the only institution in the community which can interpret the laws and moral codes of society in an unbiased manner." 1

A fortunate change in the school is shifting emphasis from the thing to the person taught. May schools continue developing their social outlook, and may their concern themselves particularly with delinquency prevention.

The very basis of the child guidance clinic is the study of the complete individual. The purpose of the clinic is not to replace the parent, the teacher, or the social worker, but to make the work of all the individuals and agencies engaged in child welfare more effective. The teacher, physician, and expert in mental hygiene render the child a great service. But each is handicapped in that he sees only that part of the child in which he is interested. The clinic remedies this deficiency because it views the child as a complete individual and uses this composite picture as a basis of recommendations to the teacher, social worker, or other child welfare

1. T. Earl Sullenger, Op.cit., p. 111.

MENTAL HYGIENE AND CHILD GUIDANCE CLINICS

The discovery that there was no fine line of demarcation separating the delinquent from other types of maladjusted children brought into existence the child guidance clinic. The child guidance clinic has had its beginning in two very definite modern trends of dealing with the child; first, the shift from curative to preventive measures; and second, the ever-increasing emphasis upon the study of the child in his total situation. It recognized that a conflict between the child and his environment is the basis of most delinquent acts.

The clinic is in accord with present trends, for it is primarily a preventive agency. The aim of the clinic is not to rehabilitate the child after he has become delinquent, but rather to strike at the very roots of delinquency and maladjustment by correcting minor behavior difficulties. This new means of prevention was necessitated by the increasing amounts of juvenile delinquency.

The very basis of the child guidance clinic is the study of the complete individual. The purpose of the clinic is not to replace the parent, the teacher, or the social worker, but to make the work of all the individuals and agencies engaged in child welfare more effective. The teacher, physician, and expert in mental hygiene render the child a great service. But each is handicapped in that he sees only that part of the child in which he is interested. The clinic remedies this deficiency because it views the child as a complete individual and uses this composite picture as a basis of recommendations to the teacher, social worker, or other child welfare agency.

T. Earl Sullenger outlines the guidance problems encountered by clinics:

"The child guidance problems may be classified professionally as psychological, medical, psychiatric, or social, depending upon the field into which they most obviously fall. Such behavior problems as disobedience, stealing, lying, retardation in school, enuresis, masturbation, fears, quarrelsomeness, restlessness, excessive fantasy, no friends, running away, obscene language, annoying other children, crying easily, sensitiveness, over-dependency, speech defect, staying out at night, and begging are the ones most frequently found. By means of the united effort of the four distinct fields, a rather complete diagnosis may be obtained. A synthesis of the findings enables the formulation of a constructive plan for the future guidance of the behavior of the child." 1

The clinic secures a complete picture of the child and plans a way in which to cope with any deficiency found.

The clinic's work has three parts. (1) It examines and treats children who present serious behavior problems. (2). It cooperates with individuals and agencies, enabling them to meet and handle milder behavior problems more adequately. (3) It adds to the available fund of scientific facts about the behavior and mind of man and makes such information available to all community agencies.

Any child who fails to become adjusted to his environment is a problem for the clinic to solve. The clinic has as its ultimate aim to detect and treat all tendencies which might make children into delinquent adults. The clinic works in connection with the schools, the courts, social agencies, and parents who bring their children to it for study. Parents who can no longer manage or understand their child may take him to the clinic where his case is diagnosed and the reason for

1 T. Earl Sullenger, Op.cit., p. 274.

his difficulty brought to light.

The staff of the average child guidance clinic is composed of a psychologist, a psychiatrist, a physician, a social worker, and a secretary who study the child and try to discover what factors in his environment might influence his behavior. After the individual studies are over, the staff has a conference and tries to find the cause of the difficulty.

The greatest problem for the child guidance clinic is the mentally defective. Clinics are rather successful with morons and the border-line cases.

The clinics take everything that has the least bearing upon the child into consideration when attempting to get to the cause of his maladjustment.

"The records in the better clinics give ample testimony of procedure which extends to the family and community, seeking ways of changing both the physical and mental environment, where such change is indicated, in the treatment of the child's problems." 1

Sullenger believes that juvenile delinquency will be reduced in the following way:

"The clinic must teach this adult world to see child life as the child sees it--a rather large task, and a very slow one. But it can be done. The problem of juvenile delinquency will be reduced when all forces that deal with children are united in their aims and efforts." 2

The work of various child guidance clinics is undoubtedly important in the prevention of juvenile delinquency.

1 White House Conference On Child Health and Protection, Op.cit., p. 128.

2 T. Earl Sullenger, Op.cit., p. 283

THE VISITING TEACHER

A person who is now playing a very important part in the prevention of juvenile delinquency is the visiting teacher. Visiting teacher work is a comparatively recent development that has come about in response to needs recognized jointly in the fields of education and of social work. Its roots lie in both of these professions. Two movements, practically simultaneous, have converged to bring it about. One has been a new conception of the responsibilities of the social worker and the other an attempt on the part of the educator to shift emphasis from the school to the child.

Howard W. Nudd defines the visiting teacher:

"the visiting teacher, a comparatively new specialist who has the twofold basic training and experience of a teacher and a social case worker." ¹

Principals and teacher, frequently parents and social workers, refer to her, children who show academic or emotional maladjustment, socially unacceptable behavior, or undesirable personality traits which call for study. The visiting teacher considers behavior as merely the symptom of a condition which may be related to a home situation or other environment influences which must be studied and evaluated. She endeavors not only to know the child in his physical, mental, social, and emotional capacity, but frequently to work with the home, school, and community in a plan of treatment.

¹ Howard W. Nudd, The Purpose And Scope Of Visiting Teacher Work, p. 6.

² Clara Bassett, Mental Hygiene in the Community, p. 231.

Most visiting teachers confine their efforts to elementary schools and junior high schools although approximately one-fifth of them work in high schools. According to Clara Bassett, these services: "which may play such an important part in the guidance and adjustment of grade school children are just as essential, if not more so, during the high school period." ¹

The visiting teacher's first task in relation to a child referred to her for attention is to gain an understanding of his difficulty. She should be known to both pupils and teachers as a person free from the pressure of group activities and entirely apart from the disciplinary measures of the school. Without leaving the school building she can gather revealing material. This may relate to the child's first reaction to groups in kindergarten, his health history from the nurse, his team-work from the gymnasium teacher, his intelligence, and such special abilities as indicated by mechanical tests. Thus through school groups she is able to gain a certain laboratory point of view as to school progress. At the same time her contact with parents in the home furnishes an additional background for understanding a child. She correlates this information from both home and school and uses it in conference with the psychiatrist for developing a plan of treatment.

1 Clara Bassett, Mental Hygiene in the Community, p. 231.

The value of the visiting teacher's work is naturally in proportion to the extent to which she can get at the trouble early while it is still in the preventive stage and before it drifts into a correctional or incorrigible problem. The measure of her devotion to this task is the measure of her most helpful contribution to the school and to the broader field of preventing misfits and delinquency. Visiting teacher is in truth a great asset to help cut down and prevent juvenile delinquency.

Children a certain amount of textbook information on human anatomy and physiology without much relation to practical health habits. The newer methods of health instruction emphasize the importance of preparing the children for healthful living. Expert help in the physical well-being of the child is available through physicians, dentists, hygienists, and nurses that are connected with the various free hospitals and clinics that are run by the city.

The community owes it to the child to afford him the proper health facilities. The state has worked out a program through which they try to meet all the needs of the child.

1. Give instruction in the hygiene of maternity and infancy, including demonstrations.
2. Provide prenatal and postnatal care through visiting nurses.
3. Provide medical aid in cases where it would otherwise not be obtained.
4. Secure more nearly complete birth and death records.
5. Promote physical examinations of children and removal of defects.
6. Control communicable disease.
7. Prevent ophthalmia neonatorum.
8. Disseminate health literature.
9. Coordinate the work of the public health agencies of the community." 1

ADEQUATE HEALTH FACILITIES FOR CHILDREN

Now that the emphasis has changed from cure to prevention, education is taking a leading role in better health programs. Educational campaigns for better health are carried on through newspaper articles, pamphlets, weekly bulletins, and exhibits. Health education has long been recognized as an essential part of the curriculum of the grade school. Whereas the old method of teaching health was to give the children a certain amount of textbook information on human anatomy and physiology without much relation to practical health habits, the newer methods of health instruction emphasizes the importance of preparing the children for healthful living. Expert help in the physical well-being of the child is available through physicians, dentists, hygienists, and nurses that are connected with the various free hospitals and clinics that are run by the city.

The community owes it to the child to afford him the proper health facilities. The state has worked out a program through which they try to meet all the needs of the child.

1. Give instruction in the hygiene of maternity and infancy, including demonstrations.
2. Provide prenatal and postnatal care through visiting nurses.
3. Provide medical aid in cases where it would otherwise not be obtained.
4. Secure more nearly complete birth and death records.
5. Promote physical examinations of children and removal of defects.
6. Control communicable disease.
7. Prevent ophthalmia neonatorum.
8. Disseminate health literature.
9. Coordinate the work of the public health agencies of the community." 1

1 George B. Mangold, Problems Of Child Welfare, p. 125.

Secondary schools have recognized the need of healthy children and have built up their curriculums so as to provide every child an opportunity at healthful activity. This is accomplished through football, basketball, track, swimming, tennis, and golf.

Pupils with special abilities compose these teams and take part in city wide competition with other secondary schools, and sometimes even state-wide competition. For the average student there is inter-class competition, and in this means everyone is afforded the chance to indulge in games that produce healthy boys and girls. This program is carried on in college somewhat in the same manner but perhaps a little more strenuously.

Fortunately the value of health is recognized. And healthy individuals are usually too active to find time for delinquency.

Playgrounds have a rival, the streets. In walking through a city you may find streets crowded with children while playgrounds are comparatively empty. Playgrounds can no longer wait for children to come to them; they must find children where they are, mingle with them, and win them to those elements of the playground program which meet their inclinations, and through such means bring the children into the playground instead of the streets.

It would be absurd to say that directed recreation and playgrounds will cure or prevent all delinquency, but it can be said that better environmental opportunities will prevent a vast amount of delinquency.

PLAYGROUNDS

Organized recreation lessens delinquency through prevention and cure of delinquency. Dr. Charles Platt, President of the National Probation Association, states:

"I am interested in the prevention of delinquency and I am interested in the salvaging of delinquents. I have given much study to these problems and, as a result of this study, I feel sure that the cultivation of healthful play is one of the first social duties. I know that juvenile delinquency in our large cities increases in direct ratio with the distance from a playground. I know that playgrounds keep children out of the juvenile courts. I know that juvenile delinquency, as I have just been saying, is in intention at least, but an expression of misdirected play, and I know that this play, when properly directed, prevents this delinquency. I know, too, that even after a child has fallen into crime, it is play that is most useful in recovering him." ¹

Playgrounds have a rival, the streets. In walking through a city you may find streets crowded with children while playgrounds are comparatively empty. Playgrounds can no longer wait for children to come to them; they must find children where they are, mingle with them, and win them to those elements of the playground program which meet their inclinations, and through such means bring the children into the playground instead of the streets.

It would be absurd to say that directed recreation and playgrounds will cure or prevent all delinquency, but it can be said that better environmental opportunities will prevent a vast amount of delinquency.

¹ Playground And Recreation Association of America, Children's Play and Juvenile Delinquency, p. 2.

The following statement is from The Delinquent Child:

"Studies of delinquency in many of our large cities, made within the last two years, show that a relatively large proportion of delinquents live in districts where there are no recreational facilities, and further that the men and women who are playground leaders, in many instances, lack the personality or training necessary for true leadership." ¹

Although the playground movement is still somewhat young it is growing rapidly and should be an asset to the prevention of juvenile delinquency.

1 White House Conference On Child Health and Protection, Op.cit., p. 212.

SOCIAL CENTERS

The school does not occupy all of a child's time. His free time in the late afternoon and on Saturday and during summer vacations may give him an opportunity to get into trouble.

Social centers can meet this difficulty. The social center is either housed in a building erected expressly for this purpose, or, in communities that are not able to support separate buildings, in public school buildings.

Centers are open to children and adults after school, in the evenings, and on Saturday as well. When the activities are especially for children, the term "recreation center" is used, but if the activities are varied and largely confined to adults the term "social center" is applied. Here the children can further their interests in the following types of activities; physical education, debating, drama, civic clubs, folk and social dancing, gymnastic games, swimming, parents' associations, library facilities, story telling, lectures, and manual training. In other words in the centers a person can find anything that he desires with which to busy himself. It is not necessary to force children to attend centers because they enjoy spending their time in interesting undertakings.

In the centers, as on the playgrounds, there are play leaders and supervisors for the boys and girls. As a rule, boys and girls do not mingle. On Saturday nights they play and dance together.

The value of the social center is recognized by Mr. John W. Boinski, a Probation Officer of the Milwaukee County Juvenile Court:

"Looking over my record beginning January 2, 1924, I fail to find the name of a single boy brought into the juvenile court as a delinquent from my district who had been a regular attendant of the playground or social center, which is the winter playground for the boy. I know of no source which has helped me more in correcting delinquent boys than the playground, for it is during idle moments that the boy gets into trouble." 1

Therefore it can readily be seen that the playground and social center play an important part in the preventing of juvenile delinquency in our boys and girls.

"Members of the police force, both men and women, who have understanding of the needs of childhood can become a very powerful factor in the prevention of juvenile delinquency. They are acquainted with and have it within their power to control many of the factors in the community that make for delinquency. The intelligent policeman on the beat should endeavor to make himself a friend to the children instead of being looked upon as their natural enemy. There has been a great change in the past few years in the attitude of police departments toward juvenile delinquency. The police have become increasingly conscious of their responsibility in this all-important field." 1

Family police who deal with children use methods other than the conventional ones used in dealing with adults. The services of these men should be utilized, for there is no other organization or agency that has the same degree of intimate contact and knowledge of social conditions in the community as does the police.

1 Playground And Recreation Association of America, Op.cit., p. 3.

PREVENTIVE POLICEMEN

Criminal conduct has its beginning in the form of anti-social behavior in childhood, in such things as truancy, incorrigibility, and stealing. Many gangs have been founded upon friendships formed in primary schools and on the playgrounds. School authorities should be and are responsible for training children in school, but they cannot care for children outside of the school hours.

Who should assume the responsibility of looking after the children outside of school? It seems that the most logical person would be the policeman. Most police departments will gladly cooperate in any reasonable plan for the welfare of children and the prevention of delinquency and crime. John O'Grady says:

"Members of the police force, both men and women, who have understanding of the needs of childhood can become a very powerful factor in the prevention of juvenile delinquency. They are acquainted with and have it within their power to control many of the factors in the community that makes for delinquency. The intelligent policeman on the beat should endeavor to make himself a friend to the children instead of being looked upon as their natural enemy. There has been a great change in the past few years in the attitude of police departments toward juvenile delinquency. The police have become increasingly conscious of their responsibility in this all-important field." 1

Usually police who do deal with children use methods other than the conventional ones used in dealing with adults. The services of these men should be utilized, for there is no other organization or agency that has the same degree of intimate contact and knowledge of social conditions in the community as does the police

1 John O'Grady, Op.cit., p. 144.

force.

In any attempt to improve the police system, one should include police training schools and specialized bureaus or departments for dealing with juvenile problems or for crime prevention. All police officers' instructions should include information necessary to enable them to deal intelligently with the ordinary problems of child welfare with which they come into contact and to recognize the more serious problems requiring special attention.

An officer should be appointed to each residential district; his duty would be to watch boys who seem to be going wrong and to try to help them through their difficulties. These officers should gain the confidence of the boys and establish a friendship with them.

The police department, as a preventive agency for delinquency, is already proving its value and assistance in some states. For example, the crime-prevention bureau of the police department of New York City, established as an experiment in January, 1930, was made permanent in June, 1931. This bureau has demonstrated methods of socialized treatment which may be used by the police in the prevention of crime and delinquency among minors. From that experiment it follows that it would be important for each police department to establish and maintain a department to specialize in work with children.

The service of a socialized police force would become an important factor in the prevention as well as in the treatment of juvenile delinquency.

JUVENILE COURTS

The purpose of the juvenile court is to aid, protect, and direct children who come under its supervision into paths of good citizenship.

Juvenile courts have been established in all the states except two, Maine and Wyoming, but the full extent of the role they may play in the treatment of delinquency has not yet been fully understood. They do not look upon a child in the light of giving punishment but in the sense of correcting maladjusted habits. The court desires to know why the particular child is delinquent and, attempts intelligent treatment for proper adjustment toward responsible future living.

The children's court studies and treats the individual child. Its work is analogous to that of the physician. In its study of the individual child before a diagnosis is reached, it employs the trained social investigator who is known as the probation officer. In its treatment it uses all the helpful and preventive agencies of the community under skilled direction of the probation staff. The children's court has become a pioneer laboratory in applying the principles of modern scientific criminology based on the study and treatment of the individual delinquent rather than on the punitive law. There will always be a place for a juvenile court to repair the damage caused by the failure of our other social agencies. More and more the public school system and the public health service with their advance in preventive work will relieve the pressure which bears down so heavily upon courts and reclaiming agencies of all kinds.

The time has already come when the juvenile court can demand that the school system provide mental and physical examinations and the enforcement of compulsory education. The court's largest service is in its close analysis of the causes of distress and delinquency. The court should be a constant prick to the community conscience, urging that the gaps in the economic, educational, recreational, and public health organization be closed, and that the flood of human wastage be reduced.

The juvenile courts can prevent delinquency. The faults of slightly maladjusted children can be corrected. Eliot states:

"Whenever a community is especially lacking or inefficient in its child-caring equipment of a certain sort, whether institutional or legal, children needing that kind of care are likely to get into trouble in large numbers. Many a court, alert to such a pressing need, has at once undertaken to meet the emergency with special funds or facilities for the purpose." 1

Although the juvenile court is comparatively young in comparison to most other institutions concerned with juvenile delinquency, it has and is making great contributions to the solution of the problem. Thus it can be seen that juvenile courts are highly important in the prevention of juvenile delinquency.

1 Thomas D. Eliot, The Juvenile Court of the Community, pp. 13-14.

Summary

This chapter dealt with the community factors which can and are being used to cope with the problem of preventing juvenile delinquency. Time will reveal new factors and methods that will be of aid to us in meeting this great problem with which we are confronted, that of preventing juvenile delinquency.

Personal, which include physical, mental, emotional, and moral.

Some suggestions for the prevention of delinquency are: educate parents; have children attend and obey rules of church and school; get children to frequent and appreciate playgrounds, social centers, and summer camps. Also provide better housing, living wage, mental hygiene and child guidance clinics, equip schools with visiting teachers and adequate health facilities, more juvenile preventive policemen and juvenile courts.

Do not wait until the child becomes delinquent and then try to cure him. Everything must be done to prevent his delinquency. An ounce of prevention is better than a pound of cure.

Understanding, not punishment, is necessary.

Elwin J. Cooley says:

"And yet, despite his instability and ineptness, youth is the eternal hope of salvation, the auspicious promise of a new and better world. For youth is dynamic. It is instinct with growth, and potentia of change, revolution, and progress. Intense and dramatic are the conflicts of youth, and momentous to the world are the battles of or lost."

Summary and Conclusion

The purpose of this thesis was to find and eradicate the causes of delinquency.

The causes of delinquency are (1) Environmental, which include such things as changing social conditions, the home, poverty, bad companions, school difficulties, and street trades; and (2) Personal, which include physical, mental, emotional, and moral.

Some suggestions for the prevention of delinquency are: educate parents; have children attend and obey rules of church and school; get children to frequent and appreciate playgrounds, social centers, and summer camps. Also provide better housing, living wage, mental hygiene and child guidance clinics, equip each school with visiting teachers and adequate health facilities; make use of preventive policemen and juvenile courts.

Do not wait until the child becomes delinquent and then try to cure him. Everything must be done to prevent his delinquency. An ounce of prevention is better than a pound of cure.

Understanding, not punishment, is necessary.

Edwin J. Cooley says:

"And yet, despite his instability and ineptness, youth is the eternal hope of salvation, the auspicious promise of a new and better world. For youth is dynamic, instinct with growth, and portentous of change, revolution, and progress. Intense and dramatic are the conflicts of youth, and momentous to the world are the battles won or lost.

"Sentimentality, hysteria, blind rage, or drastic punishment will not cure youthful delinquency. It cannot be checked by the future threat of prison walls or gallows. Youth needs sympathy, profound understanding, skillful guidance and training, and all the resources of modern science during his critical period of growth and infinitely difficult problems of adjustment. One cannot do better than follow the precept of the philosopher, 'Neither condemn nor ridicule, but try to understand.' " 1 2274

Wheeler, John *The Child, The*
The Welfare

Wheeler, John *Social Work*
The Welfare

Wheeler, John *Law, Ethics*
and Social Work

Berry, J. A. *Delinquency and the*
Law

Bonner, Augustus F. and William Hooley, *Delinquency and the*
Law The Macmillan Company,
New York, 1926.

Boyd, T. Munford *The Contribution Which The Juvenile Court Has To*
Make To The Science Of Law Enforcement
National Conference Of Social Work, 1920.

Brookbridge, Sophronia F. and John Abbott, *The Delinquent Child And*
The Home The Home Survey Association, Inc.,
New York, 1916.

Burt, Cyril *The Young Delinquent: An Analysis and*
Summary New York, 1925.

Children's Bureau *Index of Juvenile Delinquency*
and the Juvenile Court
United States Department of Commerce, 1916.

Clark, Mary Augusta *The Delinquent Child*
and the Juvenile Court

Cooley, Edwin J. *Probation And Delinquency*
and the Juvenile Court

Cooley, Edwin J. *Probation And Delinquency*
and the Juvenile Court

Darwin, Stanley Powell *The Delinquent Child*
and the Juvenile Court

Deardorff, Mary E. *The Delinquent Child*
and the Juvenile Court

Emerson, John Hopkins *The Delinquent Child*
and the Juvenile Court

BIBLIOGRAPHY

- Addams, Jane The Child, The Clinic And The Court,
The Wieboldt Foundation, New York, 1914.
- Bassett, Clara Mental Hygiene In The Community,
The Macmillan Company, New York, 1934.
- Bell, Marjorie. Year Book, Of The National Probation Association,
New York, 1936.
- Berry, J. A. Richard and R. G. Gordon, The Mental Defective,
McGraw-Hill Book Company, Inc., New York, 1931.
- Bonner, Augusta F. and William Healy, Delinquents And Criminals,
Their Making And Unmaking, The Macmillan Company,
New York, 1928.
- Boyd, T. Munford The Contribution Which The Juvenile Court Has To
Make To The Success Of Law Enforcement,
National Conferences Of Social Work, 1928.
- Breckinridge, Sophonisba P. And Edith Abbott, The Delinquent Child And
The Home, Survey Associates, Inc.,
Russell Sage Foundation, New York, 1916.
- Burt, Cyril The Young Delinquent, D. Appleton and Company,
New York, 1925.
- Children's Bureau Facts About Juvenile Delinquency. Its Prevention
And Treatment, Bureau Publication No. 215,
United States Printing Office, Washington, 1935.
- Clark, Mary Augusta Recording And Reporting For Child Guidance
Clinics, The Commonwealth Fund, New York, 1930.
- Coit, Stanton Ethical Democracy, Grant Richards, 9 Henrietta Street WC,
London, 1900.
- Cooley, Edwin J. Probation And Delinquency, Thomas Nelson And Sons,
New York, 1927.
- Davies, Stanley Powell Social Control Of The Mentally Deficient,
Thomas Y. Crowell Company, New York, 1930.
- Deardorff, Neva R. Juvenile Delinquency, United States Government
Printing Office, Washington, D. C., 1927.
- Denison, John Hopkins Beside The Bowery, Dodd Company, New York, 1914.

- Devine, Edward T. Social Work, Macmillan Company, New York, 1926.
- Eliot, Thomas D. Juvenile Court And The Community, The Macmillan Company, New York, 1914.
- Federal Housing Administration Housing In Peoria, United States Government Printing Office, Washington, D. C. 1935.
- Glueck, Sheldon, And Eleanor R. Glueck One Thousand Juvenile Delinquents, The Cambridge Harvard University Press, 1934.
- Goddard, Henry H. Juvenile Delinquency, Dodd, Mead And Company, New York, 1921.
- Hall, W. Clarke The State And The Child, Frederick A. Stokes Company, New York, 1917.
- Healy, William The Individual Delinquent, Little, Brown And Company, Boston, 1927.
- Haynes, Fred E. Criminology, First Edition, The McGraw-Hill Book Company, Inc., New York, 1930.
- Horn, Ernest Moral And Civic Education In The Elementary School, Academy Of Political And Social Sciences, Philadelphia, 1926.
- deKoven Bowen, Louise, SafeGuards For City Youth At Work And At Play, The Macmillan Company, New York, 1914.
- Lenroot, Katharine F. And Emma O. Lundberg Juvenile Court At Work, United States Government Printing Office, Washington, D. C. 1925.
- Lou, Herbert H. Juvenile Courts In The United States, Chapelhill, University Of North Carolina Press, 1927.
- Ma ngold, George B. Problems Of Child Welfare, Revised Edition, The Macmillan Company, New York, 1930.
- Morrison, W. Douglas Juvenile Offenders, D. Appleton And Company, New York, 1897.
- O'Grady, John Introduction To Social Work, The Century Company, New York, 1928.
- O'Shea, M. V. Faults Of Childhood And Youth, Frederick J. Drake And Company, Chicago, 1920.

- Proctor, William Martin Educational And Vocational Guidance,
Houghton Mifflin Company, Boston, 1925.
- Ryan, John A. Social Reconstruction, The Macmillan Company,
New York, 1920.
- Schoff, Hannah Kent The Wayward Child, The Bobbs-Merrill Company,
Indiana, 1915.
- Slawson, John Delinquent Boy, The Gorham Press, Boston, 1926.
- Stevenson, George S. And Geddes Smith, Child Guidance Clinics, A Quarter
Century Of Development, The
Commonwealth Fund, New York, 1934.
- Sullenger, Earl T. Social Determinants In Juvenile Delinquency,
John Wiley And Sons, Inc., New York, 1936.
- Thomas, William Issac, And Dorothy S. Thomas, The Child In America,
A. A. Knopf, New York,
1928.
- Thrasher, Frederic M. The Gang, Second Revised Edition, Chicago,
University Press, 1936.
- Weill, Blanche Behavior Of Young Children Of The Same Family,
Harvard University Press, Cambridge, 1928.
- White House Conference On Child Health And Protection The Delinquent
Child, The Cen-
tury Company,
New York, 1932.
- Wood, Edith Elmer The Housing Of The Unskilled Wage Earner,
Macmillan Company, New York, 1919.
- Woods, Arthur Crime Prevention, The Century Company, New York,
1928.
- Hudd, Howard W. The Purpose And Scope Of Visiting, New York,
New York City, 1928.
- Playground And Recreation Association Of America Children's Play
And Juvenile Delinquency, New York City.
- Roosevelt, Theodore Leisure And The Home, From An Address Given
At The Recreation Congress, October 19, 1928,
Atlantic City, New Jersey. National Recreation
Association, New York City.

PAMPHLETS

- Eastman, Harry L. The Juvenile Court. Its Purpose And Function.
Child Welfare League Of America, Inc.,
New York, New York, 1935.
- Johnson, George E. Why Teach A Child To Play? Reprinted From
Proceedings Of The Third Annual Playground
Congress, Pittsburgh, Pa., May 10-14, 1909,
For The National Recreation Association,
New York City.
- Lindsey, Hon. Ben B. Training Not Punishment. 1923.
- Marden, Orison Swett Building Character. 1923.
- Mental Hygiene News. Published Bi-Monthly
By The Wisconsin Society For Mental Hygiene,
Milwaukee, Wisconsin. Vol. I. July-August,
1935. Contains, The Opportunity Of The
Summer Camp. By Dr. George J. Mohr.
- National Child Welfare Commission Of The American Legion The Child
Welfare Guide. National Headquarters,
Indianapolis, Indiana, 1931.
- National Commission On Law Observance And Enforcement Report On The
Causes Of Crime. United States Government
Printing Office, Washington, 1931.
- National Recreation Association Fundamentals In Community Recreation.
New York City.
- National Recreation Association Why A Year-Round Recreation System?
New York City.
- National Recreation Association Why Playgrounds? New York City.
- Nudd, Howard W. The Purpose And Scope Of Visiting Teacher Work.
New York City, 1928.
- Playground And Recreation Association Of America Children's Play
And Juvenile Delinquency. New York City.
- Roosevelt, Theodore Leisure And The Home. From An Address Given
At The Recreation Congress, October 19, 1926,
Atlantic City, New Jersey. National Recreation
Association, New York City.

MARQUETTE UNIVERSITY
LIBRARY

Scudder, Kenyon J. And Beam, Kenneth S. Who Is Delinquent?
Rotary Club Of Los Angeles, Los Angeles,
California, 1934.

Vasaly, Chas. E. The Basis Of Parole, Reprint From Quarterly Bulletin
Of The State Board Of Control Issue Of February 7,
1932. Contains, Juvenile Delinquency, Minnesota State
Conference Of Social Work, St. Paul, 1926.

MAGAZINES

Mental Hygiene, Vol. XX, October 1936, Published
By The National Committee For Mental Hygiene, Inc.,
New York City, New York, 1936.

Monthly Labor Review, August 1936.

NEWSPAPER

The Wisconsin News, December 3, 1936.

Date May 15, 1937

Approved

Marguerite Reuss

Major Professor

W. J. Grace, Jr.

Dean

Date

May 15, 1937