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# A study of 146 delinquent school children.

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*Omaha Municipal University*

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A STUDY OF 146  
DELINQUENT SCHOOL CHILDREN

A thesis presented to the  
faculty of Omaha Municipal University  
in partial fulfilment of the

DEGREE OF MASTER OF ARTS

*no. ~~15326~~ - August 5 - 1937*

by

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## CHAPTER I

### INTRODUCTION

Delinquency is quite a major problem both socially and economically. This condition exists to a certain degree in every community regardless of race, creed, class, or belief.

#### Definition of delinquency

According to a committee on Socially Handicapped Delinquency:<sup>1</sup>

"Much delinquency is the result of the delinquent's social contact and his own mental and behavior patterns.

Delinquency is any juvenile act such as might be dealt with under the law.

Delinquency is considered as any such conduct and reactions in the school as are likely, because of their import, to build up those behavior patterns that finally culminate in the more serious crimes of the individual, family, school, or community."

The writer made a study of the records of some children. These records for the school year 1935 and 1936 were taken from among those in the Attendance Office Bureau, City Hall, Omaha, Nebraska. By comparison of name and address it was found that one-hundred-forty-six of these children were recorded among the five-hundred-seventeen delinquents included in the Juvenile Court files for the year 1936. The thesis will be devoted to the one-hundred-forty-six delinquent school children. The data used in the study of these delinquents was taken from the Attendance Office Bureau. These children ranged from seven to seventeen years of age. There were one-hundred-twenty-one boys, and twenty-five girls. During the year 1935-1936, they could be found in wards two, three, five, and seven, the most delinquent wards of Omaha.

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<sup>1</sup>Committee on socially handicapped delinquency, The Delinquent Child, P.99. White House Conference Committee on Child Health, section IV-The Handicapped. New York. D.Appleton & Co., 1925

Causes of delinquency

ALL

According to William Healy and Augusta Bronner:

A  
The conditions under which delinquency flourish-  
es are:<sup>I</sup>

- (1). Misconduct at an early age
- (2). Heredity
- (3). Broken homes
- (4). Over-development physically
- (5). Mental abnormality

The 146 delinquent school children. <sup>show</sup> ~~The records of~~  
~~the 146 delinquent school children show that these children~~  
<sup>THAT</sup> have become delinquents. The causes of this delinquency are  
primarily sociological in nature. Other causes are psycholog-  
ical and physiological.

The Problem

The delinquent cannot become socially normal without help, understanding, and guidance. The approach to the problem of Delinquency must begin at the very foundation of its causes. The child must have an opportunity to develop socially, physically and mentally in a normal environment. Effort should be put forth to prevent the adolescent from becoming maladjusted, and later delinquent.

Definite goals should be set up. These goals or objectives require careful well-planned, scientific research, the cooperation of the parent, teacher, ministry, psychologists, sociologists, educators, case workers, and the community at large.

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<sup>I</sup>William Healy and Augusta Bronner, Delinquents and Criminals, P.207. Judge Baker Foundation Publication No.3. New York: MacMillan Co.,1928.

The problem briefly stated.- The writer will find out not only why these delinquent school children have become delinquent, but how this delinquency is being handled, and to offer suggestions for further treatment of them.

### The Thesis

The thesis is divided into three parts. PART I gives the causes of delinquency. It is divided into chapters two, three, and four. Chapter two concerns the Sociological causes, chapter three the psychological, and chapter four the physiological causes. PART II is devoted to the delinquent acts of the one-hundred-forty-six delinquent school children, the school and Juvenile Court procedures used in meeting these problems, and the final summary, conclusions, and recommendations.

The study of the delinquent school children has been arranged in chart form. This chart is divided into two parts. The first part gives the sex, age, grade, and parentage of the children, and the Sociological, Psychological, and Physiological causes of their delinquent behavior. PART II gives the delinquent acts of these delinquents and the School and Juvenile Court procedures used in handling the cases.

The cases as recorded in the Attendance Office Bureau will be found in the Addenda.



PART I  
CAUSES OF DELINQUENCY

## CHAPTER II

### SOCIOLOGICAL DETERMINANTS OF DELINQUENCY

The writer has divided this chapter into four divisions, namely the community, home influences, school dissatisfaction and recreation.

#### A

The community in which the delinquents live

According to Clifford Shaw:<sup>1</sup>

"Cultural and social controls break down in the new cultural and social situation of the city. In this state of social disorganization, community resistance is low. Delinquent and criminal patterns arise and are transmitted socially just as any other cultural and social pattern is transmitted. In time these delinquent patterns may become dominant and shape the attitudes and behavior of persons living in the area. Thus the area becomes an area of delinquency."

Wards two and three.- Wards Two and Three are located between Cuming and Wirt going North and South, twentieth and Thirtieth going East and West. Ward Two is principally Negro, and Ward Three is principally Jewish. Negroes are gradually moving into Ward Three. In these wards are found many poor and ill-kept houses. There are beer taverns, whiskey joints, pool halls, gambling joints, and commercialized dance halls and night clubs. Other activities consist of commercialized card-playing and bootlegging. The one theater is a cheap show house where suggestive pictures are often shown. Its immoral houses consist of houses of prostitution, and assignation houses.

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<sup>1</sup>Clifford Shaw, Delinquency Areas in Chicago, Pp.205&206. Chicago: University of Chicago Press, 1929.

There are at least forty-five Negro churches in wards two and three, with a membership of twelve to six hundred. There are six schools in these wards that have a large and increasing percentage of Negro attendance. TABLE I gives the survey of attendance made by Dr. Sullenger<sup>I</sup> as compared with that of the writer made in 1937.

A North-side Y.W.C.A., Urban League Community Center, the National Association for the Advancement of Colored People, and a number of fraternal organizations are located in the Negro section. There is also an Old Folks Home.

Ward Five.- Ward Five which ranks first in horizontal mobility<sup>I</sup> (people moving from place to place within a given area), borders the railroad tracts and yards. A large percentage of the residents of this ward are Italians. Many of these people are poverty stricken, living in meager homes. There are a few churches in this ward. Immoral and questionable houses are found here. Many of them resort to crime and other delinquent activities.

ward Seven.- This ward ranks second in horizontal mobility<sup>2</sup>. It is made up primarily of foreigners. There are dives found here that are similar to those in wards two and three, but not in as great number. The greatest amount of delinquency found in this area is due to poor home environment, wrong attitudes, and to a lack of understanding of laws and regulations of the municipality.

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<sup>I</sup>T. Earl Sullenger, Studies in Urban Sociology, P. 2.

<sup>2</sup>Ibid, The Survey, P. 2.

TABLE ONE

NEGRO PERCENTAGE OF THE TOTAL ATTENDANCE IN SIX  
SCHOOLS OF WARDS TWO AND THREE\*

School	Negro Percentage	
	1933	1937
Long.....	75	97
Howard Kennedy.....	71	90
West-side.....	35	increased
Kellom.....	26	"
Webster.....	12	"
Lake.....	7	"

\* T.Earl Sullenger, Studies in Urban Sociology, P.59.  
Omaha: Bureau of Social Research, Municipal University of  
Omaha, 1933. Data for 1933 from T.Earl Sullenger, data  
for 1937 from conference with principals.

This table indicates that in **two** of these schools **nearly** all of the pupil attendance is Negro, and the number is increasing in percent in the others. This shows that White American, and foreign children are leaving these schools to attend elsewhere.

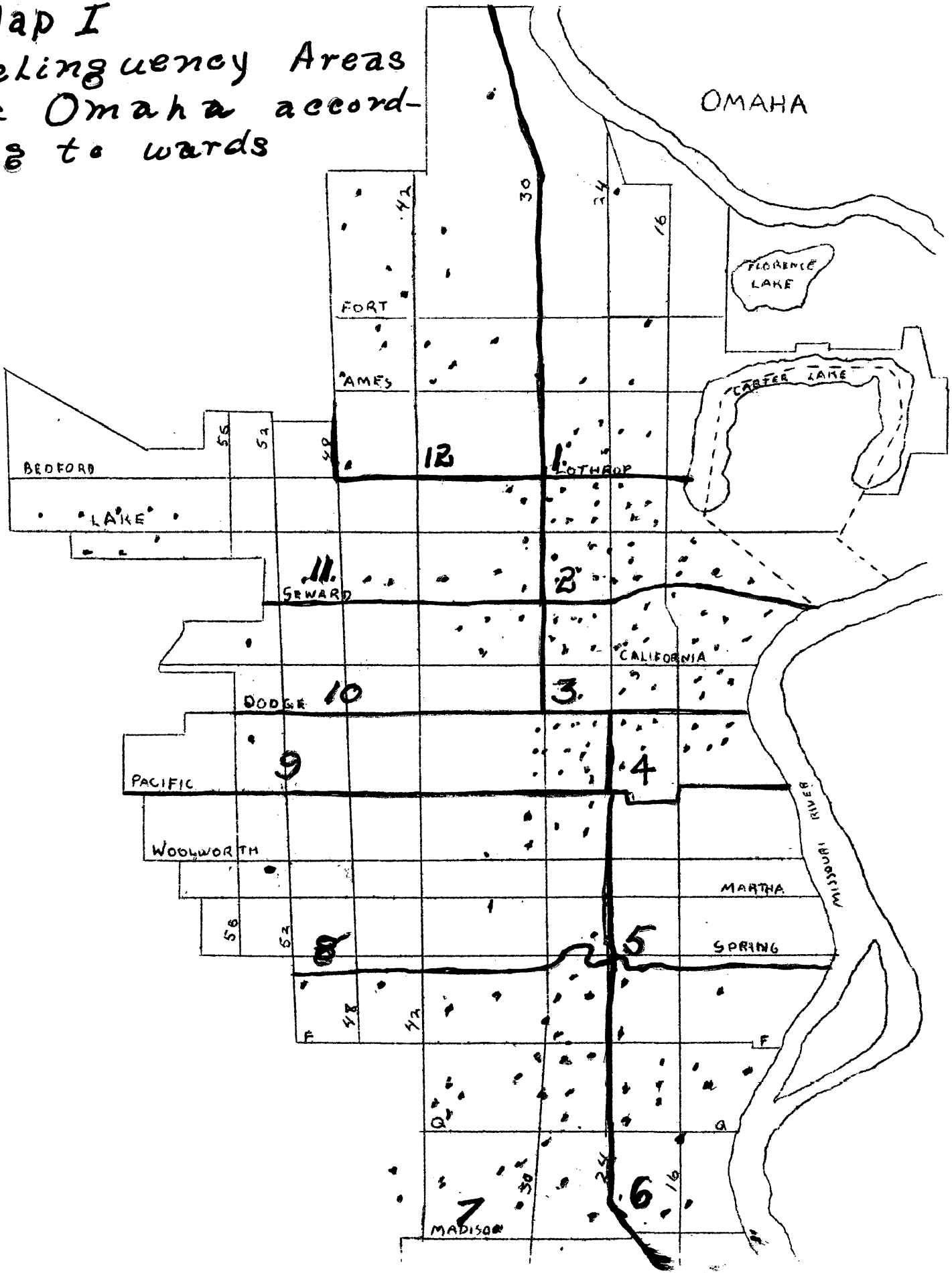
(8)

There are six Catholic churches, one Jewish synagogue, and sixteen protestant churches of which eight are Negro.

Reasons for coming to Omaha.- The people of these four wards have come to Omaha, seeking jobs in the industrial fields this city has to offer, especially in the railroad and packing industries.

Map I shows the delinquent wards of Omaha.

Map I  
 Delinquency Areas  
 of Omaha according  
 to wards



(10)

B

Home Influences

A home may be a haven of happiness, a house of dis-sention, an institution of crime, or merely a place where one may "hang his hat". A number of the 146 delinquent school children live in such an environment.

Delinquent influences

According to William Healy.- There are four main general influences that may lead to delinquency in the home. They are

- (1). The economic levels of the home
- (2). Parental relationships or broken homes
- (3). Parental neglect and lack of control
- (4). Bad influences in the home.

Economic levels of the home.- The economic conditions ~~in at least fifty-five or thirty-eight percent~~ of the delinquents' homes were very poor. Only one was classified as excellent. The records gave the employment in only twenty-four of these places. In ten of the families both parents had to work, in seven only the mother worked, in six the father earned the living. In one family the father, mother, and daughter earned the living. At least five of the delinquent school children had to help contribute towards the income. Three of the families were on relief.

The men were employed as day laborers and on W.P.A.

projects. Very few made as much as thirty dollars a week. These salaries were not regular due to the irregular time these people worked. The women were employed as maids, cooks, and at general house work, with salaries as low as two dollars and a half. One father ran a pool hall.

The existing poor conditions in the fifty five homes of the delinquent school children indicated meager and uncertain incomes. Such conditions affect the home morale, causing lack of pride and desire for the "home beautiful". Instead these people must strive to "make ends meet". Enquiring of a prominent real-estate dealer concerning remodelling some of the Negro homes represented in the 146 cases of delinquent school children, he answered without hesitancy and with emphasis, "that none of the rental property of that section is worth remodeling or repairing. Those living in them have no home pride, nor the money to take care of them." He refused to put one cent into their improvement and advised the owners to do likewise. The average income is no more than sixty to seventy dollars per month, though some of the families are quite large. This dealer's statements are applicable to all of the delinquent wards represented in the cases studied in this thesis, namely wards two, three, five, and seven.

Because of these existing economic conditions, and the desire for the things any normal child would like to have, forty or eighty percent of the children represented in the fifty-six homes now being discussed, resorted



to stealing. These children were handled by the Juvenile Court for these stealing activities. TABLE TWO gives a list of the types of theft handled, and the number of children guilty of such activities.

In the remaining sixteen cases out of the fifty-five in question, the children did not steal but were guilty of other delinquent activities. These activities were influenced principally by neglect, and lack of control. The parents were too busy trying to make a living to rightly care for their children. TABLE THREE gives a list of the influences in the sixteen homes and their effects on the life of the child.

Parental relationships or broken homes.- According to Mr. Healy:<sup>1</sup>

"Broken home conditions exist more often in the background of delinquency than is the average for the general population. This points to the many deleterious influences resulting from lack of normal parental supervision, guidance, companionship, and control. The extensive effects and contamination of especially poor family behaviour are readily to be inferred from the number of homes catalogued as defective in these respects and also from the discovery that so few delinquents come from really good home life.

Broken homes are due to one or both parents deserting the family, separation or divorce, and death of one or both parents. These family conditions result in the child having one or two step-parents, foster-parents, or being placed in an orphanage or institution."

At least twenty-seven of the one-hundred-forty-six delinquent school children were from broken homes. Fifteen of the children had mothers but in three of these cases the mother was elsewhere, (cases fifteen, forty-one and ninety-one). Thirteen children had fathers, but in six cases the father was elsewhere (cases thirteen, twenty-two, forty-one, eighty-eight,

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<sup>1</sup>William Healy and Augusta Bronner, op.cit., 108, 117-129.

TABLE TWO

## TYPES OF THEFT HANDLED BY THE JUVENILE COURT 1936\*

Type	No. of Cases	Case No.
1. Stores	8	101, 102, 92, 5, 17, 28, 45, 58
2. Department Stores	6	2, 8, 40, 56, 67, 71, 105
3. Purse Snatching	5	6, 7, 21, 74, 86
4. Apartments	3	4, 40, 45
5. Prowl through school	2	2, 79
6. School articles	2	73, 119
7. Children's lunches	1	61
8. Teacher's purse	1	15
9. Car prowling	1	17
10. Trinkets	1	42
11. Steal in branch library	1	54
12. Forgery	1	58
13. Typewriter	1	74
14. Adding Machine	1	89
15. Car stealing	2	8, 106
16. Mail Robbery	1	121
17. Articles from the teacher's desk	1	133
18. pony	1	8
19. Chickens	1	8
20. Stealing (type not given)	7	21, 22, 41, 49, 59, 83, 139

\*These are the thirty-nine cases of theft taken from the fifty-six cases studied in this section.

Stores, department stores, and purse snatching rank first, second, and third in order.

TABLE THREE

## HOME INFLUENCES AND THEIR EFFECTS

Case No.	Influences	Their Effects
1	Lack of Control	Class disturber, nuisance
	Neglect	
3	"	Truant, general disturber, runaway
11	" " "	Incorrigible
20	" " "	Mean, did as he pleased
31	"	Wrong attitude
32	" "	Did as he pleased
57	" " "	Generally bad
*60	Sex	Exposed self to girls
63	Lack of Control	Roam the streets
	Neglect	
*108	Mother feeble-minded	Incorrigible
110	Lack of Control	Truancy
124	Neglect	Truancy
128	Lack of Control	Nuisance, stay out all night
*136	Mother	Dislike school
*137	Environment	Truancy
*138	Environment	Emotional Complex

\* The delinquent acts of these children were not due to economic conditions

The delinquent acts of eight children show lack of control, and eight of them show neglect. Five children show lack of control and neglect. These children are included in the group of eight. The reader can see that these two bad influences were the greatest in number and the most detrimental in the lives of these delinquent school children.

ninety-one, and one-hundred-sixteen). Three of the children had a step-parent (cases forty-five, fifty-one, and nine), two had foster parents (cases one-hundred-thirty-eight, and one hundred-forty-four), two stayed with grandparents (cases One-hundred-seven, and one-hundred-eighteen), three stayed with grandparents and father (cases three, seven, and ten), and two with an aunt (cases ninety-one, and one-hundred). TABLE FOUR gives a list of the twenty-seven broken homes. The records of the parentage was incomplete or not given at all in sixty-six of the cases. Due to this the writer cannot give an accurate number of broken homes represented by the one-hundred-forty-six school children. The delinquent acts of the children are also given in TABLE FOUR.

Parental neglect and lack of control.- According to

Mr. Healy:<sup>1</sup>

"By extreme lack of parental control we mean a state of affairs where parents have not exercised even the minimum of good discipline through incompetence, excessively large family, both parents working, etc., so that the child has been allowed to go its own way, as would not be permitted under any normal conditions of family life.

Extreme parental neglect we have had in mind more recently as implying neglect, principally moral but sometimes also physical, as the result of extreme ignorance or moral turpitude, moral indifference, or overt bad example on the part of the parents."

Sixty-six or forty-six percent of the one-hundred-forty-six delinquent school children were effected by neglect, lack of control, or by both, in the home. Thirty-seven of them were neglected, forty-four uncontrolled, and fifteen of these two groups were neglected and uncontrolled. These fifteen Children are listed as cases one, eight, nine,

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<sup>1</sup>William Healy and Augusta Bronner, Op.City.P.125.

TABLE FOUR  
BROKEN HOMES

Case No.	Parentage	Delinquent Acts
3	Father, grand- parents	Truant, runaway, school disturber, general misconduct
4	Mother	Steal, runaway
5	Mother	Steal
7	Father, grand- parents	Steal, associate with bad company
9	Mother, step-fath- er	Steal, troublesome, non-re- sponsive to teachers
10	Father, grand- parents	Steal, led a gang, truant, destroy property, fight
13	Mother, father (in Hastings)	Fight, generally bad
15	Mother, father (separated)	Steal
19	Mother	Truancy, frequent taverns
22	Mother, father (in Hastings)	Run the neighborhood, destroy property, steal, general disturber
25	Mother	Violent Acts
34	Father	Did as she pleased
36	Mother	Run the streets, sex offenses
41	Boarding House (parents else- where)	Steal
42	Mother	Steal
45	Father, step- mother	Steal
51	Mother, step father	Truancy, runaway, class disturber
67	Mother	Steal, stay out late
88	Mother, father (deserter)	Uncontrolable
91	Aunt (Mother and father deserted child)	Uncontrolable, stay out late
100	Aunt	Runaway, lie
107	Grandparents	Stay out late
118	Grandparents	Truancy, runaway
138	Foster Parents	Emotional Complex
143	Father	Runaway
116	Grandparents (mother, father elsewhere)	Steal, incorrigible, truancy
144	Foster Parents	General Troublemaker

Thirteen children lived with their mother, five with their father, three had a step-parent, two lived with foster parents, three with grandparents, three with father and grand-parents, and two with an aunt. Stealing, truancy, and runaway were the most frequent activities.

eleven, twenty, thirty, thirty-four, forty-four, fifty-seven, fifty-eight, seventy-eight, 113, 114, and 146, in TABLE FIVE. The table shows how or why these children have been neglected and uncontrolled, and their delinquent acts that have resulted. Economic conditions seem to be the most causative. There were a greater number of stealing activities than any others, namely cases 38,59,112,113,114. Two children were incorrigible, (case 11, 146), three were generally bad (cases 44,57,58), two assumed an attitude of "do as I please" (cases 20,34), two were truants, (cases 8,30), one was troublesome (case 9) one was a general nuisance, one of the truants had a criminalistic attitude (case 30). William Healy has already explained neglect and lack of control and their effects on the child. Their explanation is applicable to the whole sixty-six cases.

Bad influences in the home.- According to William

Healy:<sup>1</sup>

"Excessive quarreling, alcoholism, immorality, and criminalism are bad influences in the home. The writer can also include mentally abnormal members of the family."

At least twenty-four of the delinquent school children had bad influences in the home. There were other types of bad influences in their homes as well as those given by Mr. Healy, such as the parent spoiling the child, and aiding him in his delinquent acts. TABLE SIX gives a list of the bad influences and the delinquent acts that have been effected by them, in each case. TABLE SEVEN is a summary of TABLE SIX.

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<sup>1</sup>William Healy and Augusta Bronner, (Op.CityPp.126-127)

TABLE FIVE  
 CAUSES OF NEGLECT AND LACK OF CONTROL IN THE HOME  
 AND THEIR EFFECTS ON THE LIFE OF THE CHILD

Case No.	Causes	Delinquent Acts
1	Both parents work (economic conditions)	General nuisance
8	Parents aid in delinquency (economic conditions)	Steal, truancy
9	Both parents work (economic conditions)	Troublesome, non-responsive to teachers
11	Economic conditions	Incorrigible
20	Economic conditions	Mean, did as he pleased
30	Father a bad influence and indifferent	Criminalistic attitude
34	Broken Home	Run around with older men, did as he pleased
44	Both parents work (economic conditions)	Roam the streets, general misbehavior
57	Economic conditions	Generally bad
58	Economic conditions	Generally bad
59	Both parents work (economic conditions)	Steal
112	" "	"
113	" "	"
114	" "	"
146	" "	Incorrigible

Thirteen of these children suffered from economic conditions, one (34) from a broken home, and one from bad influences within the home (30). There were five cases of stealing, two children were incorrigible, three were generally bad, two assumed an attitude of "do as I please", two were truants, one was troublesome, one had a criminalistic attitude, and one was a general nuisance.

In fifteen cases the mother was a bad influence, in six the father, in two the older sister, in one the cousin, in one the uncle, and in one the grandmother and father. As a result of these bad influences in the home, there were seven cases of stealing (cases two, seven, eight, ten, fifteen, seventeen, and twenty-one). One child was destructive and led a gang (case ten), one did as he pleased (case sixteen), three would slip off from school (cases seventeen, nineteen, and thirty-five), one prowled through houses (case twenty-one), two were general disturbers (cases twenty-two and twenty-eight), one frequented questionable places (case nineteen), two were truants (cases twenty-three and 124), one exercised vicious acts (case twenty-three), four were generally mean (cases twenty-six, twenty-nine, thirty, and 108), one was restless and would wander off (case twenty-seven), one was disrespectful (case twenty-eight), one had a wrong attitude (case thirty-one), one was a bad influence for other girls (case thirty-two), one was offensive to girls (case thirty-six), one would not accept correction (case sixty-five), and one was disagreeable and disliked school (case 136).



TABLE SIX

## BAD INFLUENCES IN THE HOME

Case No.	Bad Influences	Their effects
2	Parents aid	steal
7	Drunken father, grand-mother aids	steal
8	Parents aid	steal
10	Drunken uncle	steal,destructive,led gang
15	Mother aids	steal
16	Mother spoils him	Did as he pleased
17	Father a drunkard	Steal, slip off from school
19	Older sister	Frequent taverns, slip off to taverns
21	Father a drunkard and dope fiend	Steal, prowl through houses.
22	Insanity	General disturber
23	Mother spoils him and aids him	Truant, vicious acts
26	Mother excitable	Generally mean
27	Mother a neurotic and runs an immoral house	Restless and wander off
28	Mother spoils him	Disrespectful, general disturber
29	Father a neurotic	Mean
30	Father constantly in jail	Mean
31	Mother a drunkard and dope fiend	wrong attitude
32	Mother a bad influence	Went with older men,bad influence to other girls
35	Cousin	Slip off with cousin from school
36	Mother immoral	Offensive to girls
65	Mother spoils him	Did not accept correction
108	Mother feebleminded	Incorrigible
124	Older sister nags	Truancy
136	Mother naggy and domineering	Dislike school and disagreeable

As a result of these bad influences there were seven cases of stealing (cases 2,7,8,10,15,17,21), one destructive and a gang leader (case 10),one did as he pleased (16), three would slip off from school(17,19,35), one a house prowler (case 21),two general distrubers(cases 22,28),one questionable places(case 19),two truants(case 23,124),one vidous acts(case 25),four generally mean (cases 26,29,30,108), one restless and would wander off (case 27),disrespectful(case 28),wrong attitude(case 31), a bad influence to other girls(case 32), offensive to girls (case 36), did not accept correction (case 65), disagreeable and disliked school (case 136).

(21)

TABLE SEVEN

SUMMARY OF BAD INFLUENCES GIVEN IN TABLE SIX

Member of family	No. of cases	Type of bad influences
Mother	15	Aid in habits (cases 2, 8, 15, 23) Spoils child (cases 16, 23, 28, 65) Immoral (case 36) Immoral home and neurotic (case 27) Excitable (case 26) Feebleminded (case 108) Domineering (case 43) Naggy (case 136) Dope fiend and drunkard (case 31) Bad influence (case 32)
Father	6	Aid (cases 2, 8) Insane (case 22) Neurotic (case 29) Drunkard and dope fiend (case 21) Drunkard (cases 7, 17) Constantly in jail (case 30)
Older sister	2	Aid (case 19) Naggy (case 124)
Cousin	1	Aid (case 35)
Uncle	1	Drunkard (case 10)
Grandmother	1	Aids (case 7)

The mother, more than the others added together, were bad influences in the home. The father ranked second.

## School Dissatisfaction

Every child has needs, and if, as he makes his school adjustment, these needs are not satisfied, there is school dissatisfaction. School dissatisfaction is a rich soil for delinquency. The school must provide a rich program that will meet the needs of each individual child. It must know the child, and with reason, try to meet the needs of the child.

School dissatisfaction was indicated in 114 or 78 percent of the 146 delinquent school children studied. This dissatisfaction was due to one or more of the following causes:

- (1). Mental and physical handicaps
- (2). General environmental conditions including
  - a. The community in which they live
  - b. The home
  - c. The school

## Mental and physical handicaps

Thirty-five of the children suffered from mental handicaps, and twelve from physical handicaps. Seven of these two groups suffered from mental and physical handicaps, namely cases eleven, twenty-one, twenty-three, thirty-six, thirty-seven, thirty-eight and eighty-one. The mentally and physically handicapped children will be studied in subsequent chapters.

## General environmental conditions

Environmental conditions aided eighty-six children in becoming dissatisfied with school. These conditions included the home, the school, and the community in which they lived. The home and community were discussed in "A" and "B" of the chapter. In many cases the parent was unable to give the child his desires, and necessities, so the child resorted to stealing. In other cases while both parents were working the child was free to roam the streets, playing truant etc. The community furnished wrong type of recreation.

The teacher.- In a number of cases the school environment was of such a nature, dissatisfaction resulted. This was due to negative attitudes, poor preparation on the part of the teacher, wrong attitudes of principals, and parents.

According to Miriam Van waters:<sup>1</sup>

"Teachers are sources of comfort or anxiety to the young child. Truancy is an attempt at adjustment. Maladjustments cannot be helped by "parental schools". Behavior problems with the school must not be handled in a penal way."

In twelve cases of the 146 delinquent school children the teacher's attitude was indicated. In nine of these cases, (case three, twelve, sixteen, seventeen, fifty, seventy-five, eighty-four, ninety-four, and 119), the attitude was negative, and in three cases (cases eighteen, forty-two, and 114), the attitude was positive. TABLE EIGHT gives a list of the teacher attitudes expressed in the twelve cases, and the delinquent acts of the children that were influenced by such attitudes. Negative personality was the most causative in six of the cases. In two cases the teacher did not want the child, and one teacher was indifferent. Only three promised cooperation.

Judging from the delinquent acts of the children, in fifteen cases the teacher lacked disciplinary ability and proper preparation. A child well disciplined and doing constructive work, does not find time to prepare and start a fire behind a radiator as in case thirteen. If the work is well planned and made interesting to the child, he will be less

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<sup>1</sup>Miriam Van waters, Youth in Conflict P.88  
New York: New Republic Incorporated, 1932.

TABLE EIGHT  
TEACHER ATTITUDES

Case No.	Teacher's Attitude Expressed	Children's delinquent acts
3	did not want him	general misbehavior
12	negative personality	insolent, vicious, noisy
16	" "	did as he pleased, argued
17	" "	slip off from school
50	" "	truant
75	indifferent	obstreperous
84	refused him (but made to take him)	truant
94	negative personality	impudent, disrespectful
119	" "	defiant
18	cooperate	runaway
42	"	stealing
142	"	incorrigible

In six cases the teacher had a negative personality (cases 12, 16, 17, 50, 94, and 119). In two cases the teacher did not want the child (cases 3 and 84). One teacher was indifferent (case 75). Three teachers promised cooperation (cases 18, 42, and 142).

The delinquent acts of the children indicated antagonistic attitudes towards their teacher in the first nine cases, and in the twelfth case, and indifference towards school in cases 17, 50, 84, and 18.

TABLE NINE

## TEACHERS' LACK OF ABILITY AND POOR PREPARATION

Case No.	Teacher's lack of ability and poor preparation	Delinquent acts of the children
12	Discipline	Insolent, vicious, noisy
13	"	Fight, generally bad
16	"	Did as he pleased, argued, disobeyed
17	" poor preparation	Slipped off from school did as he pleased, rude, disrespectful, discourteous
38	"	Disrespectful, stubborn
51	" " "	Truant, runaway, class disturber
69	"	Constant disturber
80	" "	Runaway
93	"	Troublesome
94	"	Impudent, disrespectful
119	"	Defiant
123	"	Incorrigible
131	" "	Truancy

In twelve cases the teacher lacked discipline, and in four cases they showed poor preparation. One of these four lacked both discipline and proper preparation. In the twelve discipline cases the children are generally bad and disrespectful.

likely to stay away or slip off from school. Three of the fifteen children would slip off from school or run away (cases seventeen, fifty-one and eighty), and two were truants (case 101, 51). Twelve of the children were disciplinary problems that a good, well-equipped, conscientious teacher could solve. TABLE IX shows how these teachers lack disciplinary ability and poor preparation, by the delinquent acts of the children. They seem to be generally bad and disrespectful.

The Principal.- The principal is responsible for the teachers of her school and the activities within the school, good or bad. A principal must be a positive example for the teacher. If her attitude is negative toward the child, the teacher will most likely assume a similar attitude, causing the child to feel he is an outcast of the school. Such a feeling will cause a maladjustment that may effect his whole school career and probably make him a misfit in society in general.

The principal's attitude was indicated in seven of the 146 cases of delinquent school children. Only in one of these seven cases did the principal offer cooperation (case 8). In two cases (cases three and ten) the child was not wanted. In one case the child was excluded from the school (case sixteen), and in two cases (cases ninety-four and 132) the child was refused until the parents cooperated, in case 104 the Principal threatened to put him out. TABLE X lists these attitudes and the delinquent acts of the children concerned. There were two cases of general misbehavior (cases three and 104), one of truancy (case ten), two of fighting (cases ten and 104), one

TABLE TEN  
PRINCIPAL'S ATTITUDE

Case No.	Principal's Attitude	Delinquent acts of the children
3	No school wants him	general misconduct
10	Dont want him	truant, fight, gang leader
16	Excluded child from school	Did as he pleased, argued
104	Threatened to put him out	fight, generally bad
132	Put him out until parents cooperated	lie, quarrelsome
94	Refused to take him back, and refused rudeness of his parents	impudent, disrespectful
18	Cooperation	runaway

Only in one of these seven cases did the principal offer cooperation (case 18). In two cases (cases 3 and 10), the child was not wanted. In one case the child was excluded from the school (case 16), in two cases the child was refused until the parents cooperated (cases 94 and 132), and in case 104 the principal threatened to put the child out.

There were two cases of general misbehavior (cases 3 and 104), one of truancy (case 10), two of fighting (cases 10 and 104), one a gang leader (case 10). One child did as he pleased and argued (case 16), one lied and was quarrelsome (case 132), one would run away (case 18), and one was impudent and disrespectful (case 94).



one was a gang leader (case ten), one child did as he pleased and argued (case sixteen), one lied and was quarrelsome (case 132), one would runaway (case eighteen), and one was impudent and disrespectful (case ninety-four).

The Parent.- Parental attitudes were expressed in nineteen cases of the 146 delinquent school children. Seven parents were cooperative (cases eighteen, sixty-six, eighty-seven, 104, 140, 132, and ninety-nine). One promised cooperation if the child could stay in that school (case 33). Eleven parents were non-cooperative (cases three, ten, seventeen, twenty-eight, forty-seven, sixty-five, sixty-eight, seventy-two, eighty-four, ninety-four, and 146). These attitudes influenced the child into delinquent activities in a number of these cases. There were eight cases of truancy (cases three, ten, twenty-eight, forty-seven, seventy-two, eighty-four, ninety-nine, and sixty-six), three cases of disrespect (cases twenty-eight, thirty-three, and ninety-four), three runaways (cases three, seventeen, and eighteen), four disturbers or trouble-makers (cases three, twenty-eight, sixty-eight, and eighty-seven), two who would fight (cases ten and 104), three who were incorrigible (cases ninety-nine, 104, and 146), two who were impudent (cases sixty-eight and ninety-four), one who did as he pleased (case thirty-three), one who would not accept correction (case sixty-four), one who was lazy (case sixty-eight), one who had a wrong attitude (case eighty-four), one who abused his mother (case sixty-six), one who would choose wrong companions (case eighty-seven), one who was insolent (case 140), and one child who was quarrelsome and would lie (case 132). TABLE ELEVEN gives the parent's attitude and the delinquent acts of the children in the 19 cases.

TABLE ELEVEN  
PARENTS ATTITUDE

Case No.	Parent's attitude	Delinquent acts of the children
3	father and grandmother non-cooperative	truant, runaway, school disturber
10	indifference	truant, fight
17	antagonistic	slipped off from school
28	Thought that the child was abused, took up for his wrong doings	truant, disrespectful, constant disturber
33	Promised to cooperate if school will keep him	did as he pleased, disrespectful
47	non-cooperative	truant
65	give child freedom	Did not accept correction
68	non-cooperative	lazy, impudent, constant disturber
72	" "	truant
84	" "	truant, wrong attitude
94	" "	impudent, disrespectful
146	" "	incorrigible
66	cooperative	abuse mother, truant
87	place child in another school because of his bad choice of associates	Choose bad companions
18	cooperative	runaway often
104	"	fight, generally bad
140	"	insolent
132	"	lie, quarrelsome
99	"	truant, incorrigible

Seven parents were cooperative, one promised cooperation if the child could stay there, and eleven were non-cooperative.

There were eight cases of truancy (cases 3,10,28,47,72,84, 99, and 66), three cases of disrespect (cases 28, 33, and 94), three runaways (cases 3,17, and 18), four disturbers or trouble-makers (cases 3,28, and 68, 87), two who would fight (cases 10 and 104), three who were incorrigible (cases 99,104,and 146), two who were impudent (cases 68 and 94), one who did as he pleased (case 33), one who would not accept correction (case 64), one who was lazy (case 68), one who had a wrong attitude (case 84), one who abused his mother (case 66), one who chose wrong companions (case 87), one who was insolent (case 140), and one child who lied and was quarrelsome (case 132).

## Grade classification

The grade classification of 34 or 23 percent of the 146 delinquent school children was given. Twenty-five of them ranged from one to seven years behind, eight were in their normal grade, and one was ungraded. The causes of retardation in the twenty-five cases were principally home environment and lack of mental ability. TABLE TWELVE gives the grade classification of all thirty-four cases. Home environment affected fifteen of the retarded group, nine were mentally handicapped, in three cases the teacher had a negative influence, in four cases Wrong type recreation was influential, four were bothered with sex problems, and in one other case, the cause of retardation was neither given nor indicated.

Although the grade was not given in the remaining 112 cases the data substantiates the fact that at least twenty-one or nineteen percent of these 112 children were retarded, namely cases ten, eleven, fifteen, eighteen, twenty-one, twenty-two, thirty-six, thirty-seven, thirty-eight, forty-one, fifty-one, sixty-five, seventy, seventy-six, eighty-one, eighty-eight, eighty-nine, 103, 120, 125, and 144. Twenty of them suffered from mental handicaps, three from mental and physical handicaps, and one from physical handicaps. Their intelligence quotient ranged from forty-six (the feebleminded) to eighty-six (the dullard). Fifteen were feebleminded and five were dullards. Intelligence quotients will be discussed in a subsequent chapter.

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TABLE TWELVE  
AGE GRADE TABLE

Case No.	Age	Grade	Influences	Normal grade or years behind
2	14	8B	Home, sex	1 year behind
6	14	9A	"	Normal
9	13	8A	"	"
13	13	3A	Mental handicap Teacher ability	5 years behind
14	15	10A	Sex	Normal
19	7	2	Home, recreation	"
25	16	7	Mental	4 years behind
26	11	1B	Home, mental handicap	4 " "
30	15	5A	Home, mental han- dicap, recreation	5 " "
35	17	8A	Home, sex	4 " "
40	15	8A	" , physical handicaps	2 " "
42	15	10	Home	Normal
43	14	9	"	"
55	11	3	(not given)	3 years behind
56	15	5	Home	5 " "
57	11	3	"	3 " "
58	12	4	"	3 " "
60	14	6	" , Sex	3 " "
61	10	4	"	1 " "
62	8	2	Sex	1 " "
63	16	9A	Home, recreation	2 " "
66	11	5B	" "	1 " "
68	14	ungraded	"	ungraded
75	15	9B	Teacher's atti- tude and ability	1 year behind
76	11	1	Mental handicap Sex	5 " "
87	10	3A	Mental handicap	2 " "
90	12	1A	" "	6 " "
96	13	1A	" "	7 " "
99	8	3B	Home, personality defect	Normal
107	15	7B	Home	3 years behind
117	12	1A	" , mental hand- icap	6 " "
119	11	3A	Home, teacher's attitude and ability	3 " "

(continued on next page)

(Table continued)

Case No.	Age	Grade	Influence	Normal Grade or years behind
123	15	9A	Home, teacher's attitude and ability	1 year behind
136	13	8B	Home	Normal

Eight children were in their normal grade, one was ungraded, and twenty-five were retarded. The eight children were evidently not effected by bad influences so far as school progress is concerned. Of those retarded fifteen were affected by home environment (cases 63,26,2,30,107,66,35,40,56,117,68, 57,58,60 and 123), four by sex problems, (cases 2,35,62, and 69), four by recreation (cases 76,66,63,30), nine because of mental handicaps (cases 13, 25, 26, 30, 76, 87, 90, 96, and 117), three by the teacher's attitude (cases 75,119, and 123), one case by physical handicaps. Cause of retardation was not indicated in case 55.

TABLE THIRTEEN gives a list of the twenty-one cases and tells how some of them have been handled. The data from this table substantiates the fact that they are retarded due to inability to do the work of the average child. Three were kept at home under close supervision (cases eighteen, eighty-one, and 120), one was recommended to Beatrice by the principal (case twenty-one), one was sent to Beatrice (case twenty-two), three were placed in a special school (cases thirty-seven, seventy-six, and 125), and two were placed under a special instructor (cases sixty-five and eighty-eight). Fourteen of these children were feebleminded, three were on the borderline (cases fifty-one, sixty-five, and eighty-nine), two were dullards (cases one-hundred-forty-four and ten), five were physically handicapped (cases eleven, thirty-six, thirty-eight, and forty-one). One of these five suffered from physical but not mental handicaps (case forty-one).

Adding the estimated retarded group to the group of twenty-five that range from one to seven years behind according to their grade, the total is forty-six or thirty-two percent of the 146 delinquent school children.

TABLE THIRTEEN  
ESTIMATED RETARDATION

Case No.	Handicaps	Disposal of Case
10	I.Q. 86(dullard)	
11	Low mentality* Physical handicaps	
15	I.Q. 68 (F.M.)*	
18	I.Q. 68 (F.M.)*	Kept home under close supervision
21	I.Q. 60 (F.M.)*	Recommended by principal for Beatrice
22	I.Q. 46 (F.M.)*	Sent to Beatrice
36	I.Q. 63 (F.M.)* Physical handicap	
37	I.Q. 60 (F.M.)*	Placed in special school
38	Low mentality* Physical handicap	
41	Physical	
51	I.Q. 71 (borderline F.M.)*	
65	I.Q. 71 (borderline F.M.)*	Placed under special instructor
70	I.Q. 69 (F.M.)*	
76	I.Q. 60 (F.M.)*	Placed in special school
81	Low mentality* Physical handicaps	Allowed to stay home under close supervision
88	I.Q. 60 (F.M.)*	Placed in special room
89	I.Q. 78 (Borderline F.M.)*	
103	I.Q. 69 (F.M.)*	
120	I.Q. 56 (F.M.)*	Allowed to stay home because of low mentality
125	I.Q. 59 (F.M.)*	Placed in special school
144	slow learner	

\*Feeble-minded and or on the borderline of feeble-minded

Fourteen of these children were feeble-minded, three were on the borderline (cases 51, 65 and 89) two were dullards, (cases 44 and 10), Five were physically handicapped. One of these five suffered from physical but not mental handicaps, (Case 41). Physical Handicapped cases: 11, 36, 38, 41, 81.

Three were kept at home under close supervision (cases 18, 81, and 120), one was recommended to Beatrice by the principal (case 21), one was sent to Beatrice (case 22), three were placed in a special school (cases 37, 76, 125), and two were placed under a special instructor (cases 65 and 88).

## Recreation

Recreational activities were indicated in eighteen of the one-hundred-forty-six delinquent school children. Eleven of them frequented the movies (cases seventeen, nineteen, thirty, thirty-seven, forty-seven, fifty-two, sixty-four, sixty-six, one-hundred-thirty-seven, and one-hundred-forty-five), six roamed the streets (cases twenty, thirty, thirty-six, forty-seven, fifty-one, and one-hundred-twenty-eight), five attended questionable places (cases nineteen, thirty, thirty-four, sixty-three, and one-hundred-forty-two), and one frequented the parks (case fifty-one).

The movies.- The Negro Movie goers attended the one cheap show house of Harlem Omaha where suggestive pictures were often shown. The other delinquents attended similar shows in down-town Omaha. Because of showing immoral pictures several of these movie houses have been closed.

The streets.- The six children who sought recreation on the streets were not on supervised streets. They roamed other streets, doing as they pleased. One boy destroyed property (case twenty), one sought refuge from his unhappy home life by staying on the streets or going to the parks (case fifty-one), one was a neighborhood nuisance (case one-hundred-twenty), one associated with bad companions (case thirty-six), one was truant (case forty-seven), and one was generally mean (case thirty).

Questionable places.- When Doctor Sullenger, in his



book, Social Determinants in Juvenile Delinquency,<sup>1</sup> described the gambling joints, dance halls and other similar places of Harlem Omaha as "schools for future criminals" he gave a worthy description of those places where the five delinquent school children attended frequently. Regardless of the law prohibiting minors from entering such places they are found in such joints taking part in the revelry at its very height.

Delinquent acts of the eighteen school children.- The recreational activities represented in the eighteen cases account for seven cases of truancy (cases forty-seven, fifty, sixty-four, sixty-six, one-hundred-thirty-nine, fifty-one, and one-hundred-forty-five), three runaways (cases forty-seven, fifty, and fifty-one), three incorrigibles (cases thirty, one-hundred-forty-two, and one-hundred-forty-five) two who would slip off from school (cases seventeen and nineteen), one who destroyed property (case twenty), one who went to questionable places with older men (case thirty-four), one who associated with bad companions (case thirty-six), one who stayed out late at night (case fifty-two), and one who was a neighborhood nuisance (case one-hundred-twenty-eight).

TABLE FOURTEEN gives the recreational activities of the eighteen children represented in this division of the chapter. It also includes their delinquent acts that have already been discussed.

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<sup>1</sup>T. Earl Sullenger, Social Detriments in Juvenile Delinquency. John Wity and Sons, New York, 1936

## TABLE FOURTEEN

RECREATIONAL ACTIVITIES OF EIGHTEEN OF THE 146  
DELINQUENT SCHOOL CHILDREN

Case No.	Activity	Delinquent Acts
17	movies	slip off from school
19	" , tavern	" " " "
20	run the streets	destroy property
30	movies, " , ques- tionable places	generally bad and mean
34	" "	went with older men
36	run the streets	bad companions
37	movies	*
47	"	Truant, runaway
50	"	" "
51	streets and parks	" "
52	movies	stay out late
63	questionable places	*
64	movies	truant
66	"	"
128	roam the streets	neighborhood nuisance
137	movies	truant
142	questionable places	incorrigible
145	movies	truant, general misconduct

\*not indicated

Eleven delinquents frequented the movies, five the taverns, and other questionable places (cases 17, 19, 30, 37, 47, 50, 52, 64, 66, 137, and 145), five frequented the questionable places (case 30, 34, 63, 19, and 142), six spent their time on the streets (cases 20, 30, 36, 47, 51, and 128), and one spent much of his time in the parks (case 51). These recreational activities accounted for seven cases of truancy, (cases 57, 50, 64, 66, 137, 51, and 145), three runaways (cases 47, 50, and 51), two who slipped off from school (cases 17 and 19), three incorrigibles (cases 50, 142, and 145), one who destroyed property (case 20), one who went around with older men to questionable places (case 34), one who associated with bad companions (case 36), one who stayed out late (case 52), and one who was a neighborhood nuisance (case 128).

Summary of Chapter II

1. The 146 delinquent school children live in the delinquent wards of Omaha, namely wards two, three, five and seven.

2. In six schools of wards two and three percentage of Negro enrollment is increasing rapidly. In two of these schools the enrollment is ninety or more percent Negro.

3. Because of the meager and uncertain incomes in many of the delinquent homes quite a few of the delinquent children resorted to stealing in order to get those things any average child desires.

4. The delinquent activities were influenced not only by poor incomes in many cases, but by broken homes, parental neglect and lack of control, or bad influences in the home. In a number of cases the delinquent was influenced by two or more of these existing conditions.

5. One-hundred-fourteen of the delinquent school children were dissatisfied with school. This dissatisfaction was influenced by physical handicaps, mental handicaps, general environment including the home, the school, and the community in which they lived.

## CHAPTER II

### PSYCHOLOGICAL DETERMINANTS OF DELINQUENCY

In this chapter the writer will discuss those delinquent school children who suffered from mental abnormality and those affected by sex problems. Thirty-eight of the one-hundred-forty-six delinquents suffered from mental handicaps and twenty-three were affected by sex problems. Three children, represented in both groups, were affected by both mental trouble and sex problems.

#### Mental Abnormality

Thirty-eight or twenty-six percent of the one-hundred-forty-six delinquent school children were mentally abnormal.

According to William Healy:<sup>1</sup>

"The mentally abnormal may be classified as

- (1). Feeble-minded---Weak in will or understanding, having a mind incapable of normal development, but above the imbecilic and idiot level.
- (2). Psychopathic---Those having a mental disease, those of severe epilepsy and other mental diseases.
- (3). Psychoneurotic---Those having a nervous disease seated in the nerve center.
- (4). The constitutionally inferior---Those of a lower state or condition mentally and physically."

The writer adds to this classification the dullard, the borderline mentally defective, and those having a personality defect. TABLE FIFTEEN gives a list of the thirty-eight cases including their mental condition, their delinquent acts, and the way most of the cases have been handled.

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<sup>1</sup>William Healy and Augusta Bronner, Delinquents and Criminals, P. 155-159. Judge Baker Foundation Publication No. 3. N.Y. MacMillan and Co., 1928.

TABLE FIFTEEN  
MENTAL ABNORMALITY

Case No.	Abnormality	Delinquent Acts	Handling of cases
10	I.Q. 86(dullard)	truant, destroy property, fight	placed in R.V.H.*
11	Constitutionally Inferior	incorrigible	*
13	I.Q. 70(B.L.)*	mean, fight	Threat of R.V.H.*
15	" 68(F.M.)*	steal	*
18	" " "	runaway	Placed in S. of I.Ins.*
20	Constitutionally inferior	lost temper, destroy prop. fight	Kept at home Placed under close observation
21	I.Q. 60(F.M.)*	steal, prowl through house	Recommended to Beatrice by Principal placed in R.V.H. for stealing
22	" 46 "	destroy property general disturber	Sent to Beatrice
23	Psychopathic	truant, vicious acts	sent to behavior clinic
24	"	"	" " " "
25	"	violent acts	subject to R.V.H.
26	Psychoneurotic	mean, disrespectful	
27	"	restless, wander off	sent to behavior clinic
28	Constitution-	constant disturber	Placed under special instructor and sent to behavior clinic
30	Dullard	mean	Placed in special room
36	I.Q. 63(F.M.)*	Run the streets with bad companions. Sex trouble	Sent to medical clinic for venereal disease
37	" 60 "	Frequent movies	Placed in special school
38	Constitutionally inferior	Disrespectful, stubborn	Placed in another room
41	" " "	Steal, runaway	" in care of C.W.A.*
51	I.Q. 71(B.L.)*	Truant " class disturber	*
65	" " "	Did not accept correction	" under special instructor
70	" 69(F.M.)*	Truant, fight	" in R.V.H. for truancy

(continued)

(41)  
 (Table Fifteen Continued)

Case No.	Abnormality	Delinquent Acts	Handling of Cases
76	I.Q. 60(F.M.)	Car prowling, wrong association with younger children	Placed in R.V.H. for car prowling
81	Constitutionally inferior	Fight	Allowed to stay home under close supervision
87	I.Q. 76(B.L.)*	Trouble, choose wrong companions	Placed in another school
88	" 60(F.M.)*	Uncontrolable	" " special room
89	" 78(B.L.)*	Stealing	" " F.F.H.*
90	" 82(Dullard)	Constantly troublesome	" " Special school
96	" 42(F.M.)*	Obstreperous	Allowed to stay home
99	Personality defect	Truant, incorrigible	*
100	" "	Runaway, lie	*
103	I.Q. 59(F.M.)*	Obscene actions	Constantly watched placed in Good Shepherd H.
117	" 46 "	Obstreperous	Sent to Beatrice
120	" 56 "	Truant, incorrigible	Allowed to stay home
123	Low mentality	"	Placed in R.V.H.
125	I.Q. 59 (F.M.)*	Mean	" " special school
127	Psychopathic	Peculiar, "	Sent to insane hospital
144	Slow learner	General trouble-maker and ring leader.	*

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\*Star in third column indicates no record. F.M. means feebleminded. B.L. means borderline mentally defective. FFH mean Father Flannigan's Home. R.V.H. means Riverview Home. S. Of In. Ins. means School of Individual Instruction. C.W.A. means Child Welfare Association.

The dullard.- There were four dullards among the thirty-eight mentally abnormal children, namely cases ten, ninety, thirty, and one-hundred-forty-four. The I.Q. of two of them was given. The child in case ten had an intelligence quotient of eighty-six, the one in case ninety had an intelligence quotient of eighty-two. One child was classified on her records as a dullard (case thirty), the other child was classified as a slow-learner. One boy was often truant, destroyed property, and fought (case ten). He was placed in Riverview Home. One child was mean (case thirty). He was placed in a special room. The other children were troublesome (cases ninety and one-hundred-forty-four).

The borderline mental defective.- There were five children classified, according to their Intelligence quotient, as borderline mental defectives, namely cases thirteen, fifty-one, sixty-five, eighty-seven, and eighty-nine. Their intelligence quotient ranged from seventy to seventy-eight. One child was generally mean (case thirteen). The Juvenile Court threatened to put him in Riverview Home. One boy was a truant, a runaway, and a class disturber (case fifty-one). One child did not wish to accept correction (case sixty-five). He was placed under a special instructor. One was troublesome and did not know how to choose right type companions (case eighty-seven). Her mother placed her in another school. The other boy was placed in Father Flannigan's Home.

The Feeble-minded<sup>1</sup>- Fifteen of the one-hundred-forty-six delinquent school children were feeble-minded. Their intelligence quotient ranged from sixty-nine to forty-two. One of the fifteen did not have a numerical intelligence quotient but was classified as mentally low. Eight of these feeble-minded children had an intelligence quotient in the sixties (cases seventy, fifteen, eighteen, thirty-six, twenty-one, thirty-seven, seventy-six, and eighty-eight), three had an intelligence quotient in the fifties (cases one-hundred-three, one-hundred-twenty-five, and one-hundred-twenty), three were in the forties (cases twenty-two, one-hundred-seventeen, and ninety-six), and one child was classified as mentally low (case one-hundred-twenty-three).

Because of their low ability three of the children were allowed to stay home under close supervision (cases eighteen, ninety-six, and one-hundred-twenty), two were sent to Beatrice (cases twenty-two, and one-hundred-seventeen), three were placed in a special school (cases thirty-seven, seventy-six, and one-hundred-twenty-five). Two were placed in Riverview Home (cases one-hundred-twenty-three and seventy), and one in Father Flannigan's Home (case eighty-eight).

Four of the feeble-minded children had delinquent acts that were not indicative of feeble-mindedness, but of environment, and other influences. Two of them stole (cases fifteen, and twenty-one), one had sex problems (case one-hundred-three), and one associated with bad company (case thirty-six).

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<sup>1</sup>Edmund S. Conklin Principles of Abnormal Psychology  
P.242-268. New York:Henry Holt and Co., 1935



The Psychopathic.- Four of the children were psychopathic (cases twenty-three, twenty-four, twenty-five and twenty-seven). One boy was both vicious and loving (case twenty-three), one was retarded and epileptic exercising viciousness when angry (case twenty-four), one boy had such spells of violence he was subject to Riverview Home (case twenty-five), one was classified on her record as psychopathic (case one-hundred-twenty-seven). She was sent to the insane hospital.

Psychopathic<sup>1,2</sup> persons who suffer from some kind of mental disease, play a large role in delinquency and crime. They are the most incorrigible of offenders. Epilepsy is one of the out-standing examples of mental disease. This disease designates those persons who are subject to epileptic seizures or petitmal attacks. It may be termed as mental deterioration. Cases of epilepsy reveal that almost without exception, they suffer some peculiarity of personality or behavior, that is, individuals who are unstable emotionally. They exhibit many marked and definite anti-social traits, such as viciousness, destructiveness, and temper tantrums.

The Psychoneurotic.- Two children were psychoneurotic . One was mean and anti-social, and extremely nervous. The mother was of such a nervous disposition it was undesirable for the child to be under her care (case twenty-six). The other child was peculiar, restless, and would wander off. She was given treatment at the behavior clinic.

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<sup>1</sup> This information can be obtained from any standard encyclopedia dictionary.

<sup>2</sup> Edmund S. Conklin Op.City. Page 2,268.

According to Harry Baker:<sup>1</sup>

"Psychoneurotics are abnormally nervous due to a nervous disease seated in the nerve center. Nervousness may be a result of physical or mental disorders. It is manifested by restlessness, irritability, ill-temper, depression, excessive laughter or tears, susceptibility to shock, or other disquieting stimuli".

The constitutionally inferior.- Six children were constitutionally inferior. One child has peculiar tantrum spells, and no control of his temper. He would fight and destroy property. He was placed under close observation by the Juvenile Court (case 20). One boy who suffered from chorea, was a constant disturber. The mother was a bad influence. She spoilt him and would take up for him in many of his delinquent activities. He was given treatment at the behavior clinic (case twenty-eight). One boy who was a runaway was given treatment at the medical clinic for sleeping-sickness (case forty-one). One boy was incorrigible. His seeming laziness was due to low mentality and under-nourishment (case eleven). One child was allowed to stay home under close supervision (case eighty-one). One boy was mentally and physically handicapped due to low mentality and poor hearing caused by bad tonsils, (case thirty-eight).

According to Harry Baker:

"Unless properly guided, the constitutionally inferior child will develop into delinquency. Such factor as heart

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<sup>1</sup>Harry G. Baker and Virginia Traphagen, Diagnosis and Treatment of Behavior Problem Children, P. 117-177. New York: MacMillan Co., 1935.

<sup>2</sup>Ibid p.117-177

trouble, the glandular system, chorea or St. Vitus Dance, off-spring of neurotic parents, tonsillitis, and chronic ill-health creates in the individual a need for some kind of compensation or defense mechanism. The emotional agitation covers all those factors which arouse emotional reactions in the individual. These are caused by disease, poor physical habits, and emotional tension, nervous ties or inferiority complex. The latter may be evidenced by mean behavior and dissocial acts, whereby he tries to punish society."

Personality defect.<sup>1</sup>- Two children had a personality defect. One was termed by his teacher as "a bad actor", (case ninety-nine). The other boy was termed by his teacher as peculiar. He would tell unfounded stories about his aunt abusing him, (case onehundred).

Seven children of normal or above intelligence quotients

The intelligence quotient was given or indicated for seven of the delinquent school children as normal or above normal. One had an intelligence quotient of one-hundred-thirteen (case thirty-three), one an intelligence quotient of ninety-seven (case sixty-eight), and one an intelligence quotient of one-hundred-twenty (case one-hundred-thirty-eight). One had a brilliant mind (case thirty-one), and one had a high intelligence quotient (case forty-three). One child had an intelligence quotient of one-hundred-nineteen (case twenty-five), and one, one-hundred-two (case forty-one). One boy had sexual problems (case thirty-three). He was placed in the School for Individual Instruction. One boy had developed a wrong attitude through bad home influences and environment (case thirty-one). He was placed in a foster home. One boy was bashful and unsocial (case forty-three).

His mother had not allowed him to associate with other children as he should have. He was placed on a debating team at school. Another boy was argumentative, lazy, impudent, and a constant disturber, (case sixty-eight). His mother was a non-cooperative. The other child (case one-hundred-thirty-eight) developed an emotional complex from association with one member of the family. He was constantly guided at school. The evidence given in these seven cases substantiates the fact that environment and bad influences, and not mental abnormality have led them into delinquency.

TABLE SIXTEEN gives a list of these seven individuals, their delinquent acts, and the way each case was handled.

TABLE SEVENTEEN is a summary of TABLES FIFTEEN and SIXTEEN in terms of I. Q. and mental classification. Seven delinquents had normal or above normal intelligence quotients, four were dullards, five were borderline mental defectives, fifteen were feebleminded, four were psychopathic, two were psychoneurotic, six were constitutionally inferior, and two had a personality defect. The case numbers are given in the Table.

TABLE SIXTEEN

## CHILDREN OF NORMAL OR ABOVE NORMAL INTELLIGENCE QUOTIENTS

Case No.	I.Q.*	Delinquent Acts	Handling of the cases
25	119	Violent Acts	Subject to R.V.H.
31	B.M.*	Wrong attitude	Placed in Foster home
41	102	Steal, runaway	Placed in care of C.W.A.*
43	H.I.Q.	Bashful, unsocial	Placed on a debate team
68	97	Argumentative lazy, impudent, constant dis- turber	*
138	120	Emotional complex	School guidance
33	113	Sexual trouble	Placed in School of In.Ins.*

\*I.Q. means intelligence quotient, B.M. means brilliant mind, R.V.H. Means Riverview Home. C.W.A. means Child Welfare Association. Star in the blank in column four means not recorded. In.Ins. means Individual Instruction.

Seven children were recorded as normal or above normal in I.Q.\* Their delinquent acts indicated poor environments, and sexual trouble. One child had to be removed from his home environment (case 31). Two were given guidance at school (cases 43 and 138). One was subject to Riverview Home (case 25), one was placed in a school for Individual Instruction. A record of how case 68 was handled was not indicated.

TABLE SEVENTEEN

SUMMARY OF TABLES FIFTEEN AND SIXTEEN IN TERMS OF I.Q.  
AND CLASSIFICATION ACCORDING TO MENTAL ABNORMALITY

Normal		Dullard		Borderline		F.M.*		Psychopathic
I.Q.	Case	I.Q.	Case	M.D.*	I.Q.	Case	I.Q.	Case
				I.Q.	Case			
120	138	86	10	78	89	69	70	23
119	25	82	90	76	87	68	15	25
113	33	D*	30	71	65	68	18	127
102	41	S.L.*	144	71	51	63	36	24
97	68			70	13	60	37	
B.M.*	34					60	21	
H.I.Q.*	43					60	76	
						60	88	
						59	125	
						59	103	
						56	120	
						46	22	
						46	117	
						42	96	
						L.M.*	123	

Psychoneurotic	Constitutionally	Personality defect
Case	inferior	case
	case	
26	11	99
27	20	100
	38	
	28	
	41	
	81	

\*I.Q. means intelligence quotient. B.M. means brilliant mind. H.I.Q. means high intelligence quotient. D. means dullard. S.L. means slow learner. L.M. means low mentally. M.D. means mental defective. F.M. means feebleminded.

The I.Q. was given or indicated in thirty-one or twenty-two percent of the 146 delinquent school children. Seven had an I.Q. of normal or above intelligence, four were dullards, five were borderline mental defectives, sixteen were feebleminded, four were psychopathic, two were psychoneurotic, six were constitutionally inferior, and two had personality defects.

## Sex Problems

Twenty-three or sixteen percent of the one-hundred-forty-six delinquent school children were confronted with sex problems. Fourteen of them were boys and nine were girls. The fourteen boys included ten percent of the one-hundred-twenty-one male cases studied. The nine girls included thirty-six <sup>Percent</sup> of the twenty-five females studied in this thesis.

Three boys were guilty of obscene actions (cases two, one-hundred-three, and one-hundred-forty), the conduct of three was offensive to girls (case twenty-nine, thirty-six, and thirty-nine), two were guilty of indecent exposure to girls (cases fourteen and sixty), two made advances to girls (cases twenty-eight and thirty-three), two were guilty of sexual misbehavior (cases forty-four and one-hundred-thirty-one), one was familiar with girls (case sixty-two), one was guilty of wrong association with younger children (case seventy-six), and sexual Relationship (case thirty-six).

The girls.- Eight of the girls went with older men (cases thirty-two, thirty-four, thirty-five, forty-six, forty-eight, seventy-two, one-hundred-one, one-hundred-two), and one went riding during school hours with boys (case seventy-nine).

Handling of the cases.- Two children were placed in Riverview Home and later sent to Kearney (cases two and fourteen), two were placed in continuation school (cases thirty-two and thirty-four), two were separated from each other (cases one-hundred-one and one-hundred-two), one was sent to the school of Individual Instruction (case thirty-six), one was placed in Riverview Home

## TABLE EIGHTEEN

## SEX PROBLEMS

Case No.	Acts	Handling of Cases
2	Obscene actions	Placed in Riverview Home Sent to Kearney
14	Indecent exposure to girls	" " "
28	Advance to girls	Behavior clinic
29	Conduct offensive to girls	*
32	Went with older men	Placed in continuation school
33	Frequent advances to girls	Placed in school of individual instruction
34	Run around with older men	Placed in continuation school
35	Slip off from school with older men and cousin	*
36	Offensive to girls Sexual relationship	Medical clinic for venereal disease
39	Offensive to girls	*
44	Sexual misbehavior	Placed in Riverview Home
46	Truant, stay out late with older men	" " " " 2, to be sent to Geneva
48	Run around with older men	*
60	Expose self to girls	Placed in foster home
62	Familiar with girls	*
72	Went with older men	*
76	Wrong association with younger children	Placed in special school
79	Slip off to go riding with boys	*
101	Go with older men)	Separated from each
102	Go with older men)	other
103	Obscene actions	Constantly watched, placed in Good Shepherds Home
131	Sexual misbehavior	Transferred to another school
140	Obscene actions	*

\*not given or indicated



to be sent to Geneva (case forty-six), one was placed in a foster home (case sixty), one was placed in a special school (case seventy-six), and one was transferred to another school (case one-hundred-thirty-one). The records did not show how seven of the cases were handled (cases twenty-nine, thirty-five, thirty-nine, forty-eight, sixty-two, seventy-two, seventy-nine, and one-hundred-forty). These twenty-three delinquents are listed in TABLE EIGHTEEN. An explanation of this table has already been given.

#### Summary of Chapter III

1. Thirty-eight or twenty-six percent of the one-hundred-forty-six school children were mentally abnormal. The intelligence quotients given of indicated ranged from one-hundred-twenty to forty-two. These thirty-eight children included the dullards, borderline-mental-defectives, feebleminded, psychopathic, psychoneurotic, constitutionally inferior, and those having personality defects.

2. Seven of the delinquents had a normal or above normal intelligence quotient, but due principally to environment, bad influences, and sex difficulties, they became delinquent.

2. Twenty-three or sixteen percent of the one-hundred-forty-six delinquent school children were confronted with sex problems. The boys were guilty of obscene actions, indecent exposure to girls and general sexual misbehavior. With the exception of one individual, the girls went with older men. The other girl went riding with boys.

## CHAPTER IV

### PHYSIOLOGICAL DETERMINANTS OF DELINQUENCY

According to Mr. Baker:<sup>1</sup>

"The condition of the body has a great deal to do with the state of the emotions, and consequently with the mode of behavior. Few people can function properly and efficiently, either in school or in an occupation if they are feeling definitely uncomfortable, or if they lack physical energy."

Eleven or eight percent of the one-hundred-forty-six delinquent school children were physically handicapped. Eight of them (cases twenty-eight, thirty-six, thirty-eight, thirty-nine, forty, forty-one, eighty-one, and eighty-three) had some kind of disease. One seemed to be suffering from an injury he received when an infant (case twenty-three). Three children had one or more physical defects (cases twenty-one, thirty-seven, and thirty-eight). One child represented in both groups had such bad tonsils her hearing was affected (case thirty-eight).

#### Description of diseases

Scabies.— There were two cases of scabies, (cases forty and eighty-three). They were given treatment for this disease at the behavior clinic.

Scabies,<sup>2</sup> if not checked, may lead to a disastrous outcome. It is a disease characterized by livid spots, especially about the thighs and legs due to extravasation of the blood, and by spongy gums and bleeding from all the mucous membranes. It is accompanied by general debility. It is

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<sup>1</sup> Harry Baker and Virginia Traphagen, Diagnosis and Treatment of Behavior Problem Children, P. .New York: The MacMillan Co., 1955.

<sup>2</sup>And standard encyclopedic dictionary

caused by confinement, innutricious foods, and hard labor. It is caused especially by lack of fresh vegetable food or too long restriction to a limited range of food incapable of repairing the waste of the system.

Chorea or St. Vitus Dance.<sup>1</sup> Chorea is characterized by a clouding of consciousness with a peculiar, dreamy, confusion of thought, some hallucinations and delusions, and emotional irritability. These patients apprehend single impressions fairly well, but continue disoriented, and are inattentive and distractible. The emotional attitude varies. At times they are anxious, other times elated, and occasionally show outbursts of passion. Choreic movements prevent sleep and also interfere greatly with nutrition.

Choric movements involve the entire trunk, limbs, head, and face. They are jerky, and at times quick. The patient is also sluggish. The speech becomes hesitating, and indecisive, while the writing is rapid and hasty. As the disease advances, general muscular strength wanes, until in the end the patient becomes bedridden.

One child had chorea (case twenty-eight). He was a constant disturber and had to be placed under a special instructor. He was given treatment at the behavior clinic and kept under close observation.

Veneral Disease.— One child had venereal disease (case thirty-six). He received treatments at the medical clinic. A number of school children are born with or con-  
<sup>1</sup>Edmund S. Conklin, Principles of Abnormal Psychology P.211-212. New York: Henry Holt and Co.1935. Information may also be found in any standard Encyclopedic Dictionary.

tract venereal diseases. Public health physicians state that there is a greater number of cases among high school children now than formerly. The modern laxity of morals, and the tearing down of taboos and inhibitions seem to be increasing sex relations among adolescents. The worry, shame, and bitter resentment in those who have become affected are difficult to combat.

Bad tonsils.- One child had bad tonsils (case thirty-eight). They were so bad her hearing was affected. Tonsils may become inflamed. When the inflammation becomes acute quinsy results.<sup>1</sup>

Impetigo.- One child had impetigo (case thirty-nine). Impetigo is an inflamitory skin disease characterized by isolated pustules, due to a fungus.<sup>2</sup>

Sleeping sickness.- One child had sleeping sickness (case forty-one). He was given treatment at the behavior clinic. Sleeping sickness<sup>3</sup> is a generally fatal disease affecting especially the brain and spinal cord, drowsiness, headache, tremers of the tongue and hands, and in the later stages convulsions and long periods of lethargy, with great weakness, are among the symptoms. It is believed to be due to a trypanosomal parasite introduced by the bite of a fly of the same genus as the tsetse fly.

The case study does not give or indicate the way in which one child was physically handicapped (case eighty-one)

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<sup>1,2,3</sup>

Information obtainable from any standard encyclopedic dictionary. <sup>3</sup>Edmund S. Conklin, op.cit. PP.320-323.

## Physical defects

Visual Defects.- Two children had visual defects (cases thirty-seven). According to Mr. Baker:<sup>1</sup>

"Visual defects may be due to astigmatism and after effects of contagious diseases."

Hearing Defects.- Two children had poor hearing (cases twenty-one, thirty-seven and thirty-eight). Hearing defects<sup>2</sup> are often caused by meningitis, scarlet fever, brain fever, typhoid fever, colds, malaria fever, and influenza. Not only does the child seem inattentive, phlegmatic, and stupid, but he appears unattractive. He learns to know he is different, and often broods over his unpopularity, or lack of normal accomplishment. The mental development of the child is thus stunted.

## Delinquent Acts

Judging from their delinquent acts only two were seriously affected by physical handicaps. One of these two was vicious and truant (case twenty-three), the other one was a constant disturber (case twenty-eight). The acts of these two children were influenced also by general environmental conditions of the home and school.

The other delinquents included two runaway (cases forty-one and eighty-three), three who would steal (cases

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<sup>1</sup>Harry Baker and Virginia Traphagen, Op.Cit.P.117-174  
<sup>2</sup>Information obtainable from any standard encyclopedic dictionary.

twenty-one, forty, and forty-one), two who were guilty of sexual misbehavior (cases thirty-six and thirty-nine), one who was disrespectful and stubborn (case thirty-eight), one who fought (case eighty-one), one who associated with bad companions (case thirty-six), and one who frequented movies, (case thirty-seven).

#### Bad Influences

The delinquent acts of the eleven delinquent school children were affected by economic conditions (cases thirty-seven, forty, forty-one, eighty-three, and twenty-one), mental abnormality (cases twenty-one, thirty-six, thirty-seven, thirty-eight, and eighty-one), general environment (cases twenty-three, twenty-eight, thirty-six and thirty-eight), school environment (case eighty-three), and home environment (cases thirty-seven, thirty-nine, and forty-one). In some cases these individuals were affected by more than one of these bad influences, namely cases twenty-one, thirty-six, thirty-eight, thirty-seven, forty-one, and eighty-three.

#### Handling of the cases

Two of the eleven school children were given treatment at the behavior clinic (cases twenty-three, and twenty-eight), and two at the medical clinic (cases thirty-six and eighty-three). One delinquent was placed in Riverview Home (case forty), one was recommended for Beatrice by the principal and placed in Riverview Home for house prowling (case twenty-one), one was placed in a special school (case thirty-seven), one was allowed to stay home

under close supervision (case eighty-one), the Juvenile Court kept close contact with one child. He was also placed under another instructor (case twenty-eight), one was placed in another room (case thirty-eight), the home conditions were improved in another case (case thirty-nine), and one child was placed in care of the Child Welfare Association (case forty-one). The handling of these cases substantiates the fact that a majority of these delinquent school children were affected more by other conditions than physical handicaps.

TABLE NINETEEN gives a general list of the eleven physically handicapped school children, telling the ways in which they were handicapped, their delinquent acts, and the way they have been handled. TABLES TWENTY, TWENTY-ONE, TWENTY-TWO and TWENTY-THREE are extracts from or summaries of the general table.

TABLE NINETEEN

## GENERAL TABLE OF THE PHYSICALLY HANDICAPPED

Case No.	Handicaps	Delinquent Acts	Bad Influences	Handling of Cases
21	H.D.* Nostril trouble	steal house prowl	E.C.* and M.A.*	Placed in R.V.H.* Recommended by Principal for Beatrice
23	injury	truant, V.A.*	Gen.En.*	Treated at B.C.*
28	chorea	constant disturber	" "	Placed under S.In.* Medical Clinic, kept in close contact
36	venereal	run streets sex misbehavior, Associate with bad companions	" " and M.A.*	Sent to medical clinic
37	visual hearing	frequent movies	E.C., M.A., and H.E.*	Placed in a special school
38	bad tonsils hearing	disrespectful, stubborn	M.A. and Gen.Env.*	Placed in another room
39	impetigo	Sexual misbehavior	Home Environment	Improve home conditions
40	Scabies	Steal	E.C.*	Placed in R.V.H.
41	Sleeping sickness	", runaway	Home environment E.C.*	" in care of C.W.A.
81	P.H.*	Fight	Low mentally	Allowed to stay home
83	Scabies	Runaway steal	E.C.* S.E.*	Sent to medical Clinic

\*V.D. means visual defect. V.A. means vicious acts, E.C. means economic conditions. M.A. means mental abnormality. Gen.En. means general environment. H.E. means home environment. S.E. means school environment. R.V.H. means Riverview Home. B.C. means behavior clinic. S.In means special instructor, C.W.A. means Child Welfare Association. P.H. means physically handicapped. H.D. means hearing defect.



TABLE TWENTY  
PHYSICAL HANDICAPS

Handicaps	No. of Cases	Case No.
Visual	1	21,37
Hearing	3	37,38
Injury	1	23
Chorea	1	28
Venereal	1	36
Bad tonsils	1	38
Impetigo	1	39
Scabies	2	40,88
Sleeping sickness	1	41
Physical handicap (not indicated)	1	81
Nostril trouble	1	21

There were more cases of hearing defects, and scabies than others.

TABLE TWENTY\*ONE  
DELINQUENT ACTS\*

Delinquent Acts	No. of Cases	Case No.
Stealing	4	21,40,41,83
House prowling	1	21
Truant	1	23
Vicious acts	1	23
Constant disturber	1	28
Run the streets	1	36
Sex misbehavior	2	36,39
Associate with bad company	1	36
Frequent movies	1	37
Disrespectful	1	38
Stubborn	1	38
Runaway	2	41,83
Fight	1	81

\*Delinquent acts performed by the physically handicapped  
There were more cases of stealing than any other delinquent activity (four cases).

TABLE TWENTY-TWO

## BAD INFLUENCES

Bad influences	No. of cases	Case No.
Economic conditions	5	21,37,40,41,83
Mental Abnormality	5	21,36,37,38,81
General Environment	4	23,28,36,38
Home Environment	3	37,39,41
School Environment	1	83

There were more cases of poor economic conditions and mental abnormality than any other (five each).

\*The physically handicapped children were affected by these conditions.

TABLE TWENTY-THREE

## HANDLING OF CASES\*

Handling of cases	No. of cases	Case No.
Placed in Riverview Home	2	21,40
Recommended to Beatrice	1	21
Treated at behavior clinic	1	23
Placed under special instructor	1	28
Treated at Medical Clinic	3	28,36,83
Kept in close contact	1	28
Placed in a special school	1	37
"    "    another room	1	38
Home conditions improved	1	39
Placed in care of the Child Welfare Association	1	41
Allowed to stay home	1	81

\*These were the physically handicapped children  
Eleven different ways of handling the cases is represented in this table. Those of greatest number are treatment at the medical clinic (3 cases), and placed in Riverview Home, (two cases).

Summary of Chapter IV

1. Only eleven or eight percent of the one-hundred-forty-six delinquent school children were recorded as being physically handicapped. They were diseases or physical defects.

2. Seven of the children had a disease, one was injured when an infant, and three had visual or mental defects. The physical handicaps were not given in one case.

3. The diseases included scabies, chorea, venereal disease, bad tonsils, impetigo, and sleeping sickness.

4. Delinquent acts of a large majority of these eleven delinquents were influenced by general, school, and home environments, abnormal mentality, and economic conditions.

PART II  
DELINQUENT ACTS  
SCHOOL AND JUVENILE COURT PROCEDURES

CHAPTER V  
DELINQUENT ACTS

This chapter is a group of summary tables classifying the delinquent acts of the one-hundred-forty-six delinquent school children. There were seventy-four different types of delinquent activities represented in this group. Stealing ranked first in number of cases (fifty-three), truancy ranked second (thirty-seven), and sexual misbehavior ranked third (twenty-three).

There were at least twenty-seven different types of stealing, nine of sexual misbehavior, four of disturbers, and two of troublesomeness.

TABLE TWENTY-FOUR is a general summary table of the delinquent activities of the one-hundred-forty-six children. TABLES TWENTY-FIVE, TWENTY-SIX, TWENTY-SEVEN, and TWENTY-EIGHT, give a detailed summary of the stealing activities, sexual misbehavior, disturbers and nuisances.

TABLE TWENTY-FOUR  
 TYPES OF DELINQUENT ACTIVITIES

No.	Activity	No. of Cases
1.	Stealing	53
2.	Truancy	37
3.	Sexual misbehavior	23
4.	Runaway	17
5.	Stay out or come in late	12
6.	Frequent movies	11
7.	Incorrigible	11
8.	Fight	10
9.	Disturber	9
10.	Run the streets	9
11.	Nuisance	7
12.	Troublesome	6
13.	Questionable Places	5
14.	Use profane language	5
15.	Lie	5
16.	Obstreperous	4
17.	Disrespectful	4
18.	Destroy property	4
19.	Associate with bad company	3
20.	Disobedient	3
21.	Slip off from school	3
22.	Did as please	3
23.	Bad influence	3
24.	Generally bad	3
25.	General misconduct	2
26.	Wrong attitude	2
27.	Generally mean	2
28.	Accept no correction	2
29.	Defiant	2
30.	Uncontrolable	2
31.	Vicious Acts	2
32.	Impudent	2
33.	Insolent	2
34.	Gang leader	1
35.	Non-responsive to teacher	1
36.	Noisy	1
37.	Sneer	1
38.	Destroy fellow pupil's paper	1
39.	Set fire to paper behind the radiator	1
40.	Slip off to basement at school	1

(continued next page)

(table continued from page 64)

No.	Activity	No. of Cases
41.	Argue	1
42.	Lost his temper	1
43.	Left house when she pleased	1
44.	Mean to smaller children	1
45.	Tear up notes to parents	1
46.	Violent acts	1
47.	Speak out-loud in class- room	1
48.	Restless	1
49.	Wander off	1
50.	Hit	1
51.	Attempt to stab	1
52.	Cut up several notebooks	1
53.	Chase boys with knives	1
54.	Draw a knife on some chil- dren	1
55.	Twist boy's arm	1
56.	Rude	1
57.	Discourteous	1
58.	Stay at friends house with- out father's consent	1
59.	Stubborn	1
60.	Unsocial	1
61.	Refused to go to school	1
62.	Stay in the parks	1
63.	Abuse his mother	1
64.	Lazy	1
65.	Loiter	1
66.	Choose wrong companions	1
67.	Peculiar	1
68.	Quarrelsome	1
69.	Disagreeable	1
70.	Emotional Complex	1
71.	Vulgarity	1
72.	Ring leader	1
73.	Tardy	1
74.	Smoke	1

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There were seventy-four different types of delinquent activities represented in the 146 cases of delinquency. Stealing ranked first (53), truancy second (37), and sexual misbehavior third (23).

## TABLE TWENTY-FIVE

## TYPES OF THEFT

No.	Type of Theft	No. of Cases
1.	Store robbery	14
2.	Department store robbery	10
3.	Apartment House	5
4.	Loot mailboxes	4
5.	Purse snatching	3
6.	Car theft	3
7.	Car prowling	3
8.	Money from teacher's pocket-book	3
9.	Steal in school	3
10.	Forging of checks	2
11.	Breaking into school building	1
12.	Chicken theft	1
13.	Bycicle	1
14.	Poney	1
15.	Steal junk	1
16.	Fountain pen	1
17.	Break into and disorder house	1
18.	Rob Elk's Club register	1
19.	Money and car fare from church	1
20.	Money from North-side library	1
21.	Portable typewriter	1
22.	Adding machine	1
23.	Pick school locks and got combinations of them.	1
24.	Prowl through lockers	1
25.	Break into post-office	1
26.	Loot teacher's desk	1
27.	Steal coal	1
--	Stealing activities not given or indicated	7

There were at least twenty-seven different types of stealing. There were more cases of store robbery (14) and department store robbery (10) than any other kind.



TABLE TWENTY-SIX  
SEXUAL MISBEHAVIOR

No.	Sexual misbehavior	No. of Cases
1.	Went with older men	8
2.	Obscene actions	3
3.	Conduct offensive to girls	3
4.	indecent exposure to girls	2
5.	Advance to girls	2
6.	<b>Sexual relationship</b>	1
7.	Familiar with girls	1
8.	Wrong association with younger children	1
9.	Go riding with boys	1
10.	Sexual misbehavior (type not given)	2

There are at least nine different types of sexual misbehavior represented in this group.

TABLE TWENTY-SEVEN  
DISTURBERS

No.	Disturbers	No. of cases
1.	Class-room disturber	4
2.	School disturber	2
3.	Constant disturber	2
4.	General disturber	1

There were more class-room disturbers than other disturbers (four) but judging from the classification of the others the writer believes they were class disturbers also.

TABLE TWENTY-EIGHT  
 NUISANCES

No.	Type	No. of Cases
1.	Neighborhood nuisances	5
2.	Make a general nuisance of self	1
3.	General nuisance	1

Most of these children were neighborhood nuisances

#### Summary of Chapter V

1. There were seventy-four different types of delinquent activities represented in the one-hundred-forty-six cases of delinquency. Stealing ranked first, truancy second, and sexual misbehavior third.

2. There were at least twenty-seven different types of stealing. Store robbery ranked first, and department store robbery ranked second.

3. There were nine different types of sexual misbehavior represented in the group.

4. There were four different types of disturbers represented in the group. There were more class-room disturbers listed than any other kind, but the writer feels that, judging from their description, the others are class-room disturbers also.

5. Of the three types of nuisances represented, the greatest number were neighborhood nuisances.

## CHAPTER VI

### SCHOOL AND JUVENILE COURT PROCEDURES

#### According to Miriam Van Waters.<sup>1</sup>

"Human behavior can be altered neither by good will nor force. The scientific spirit of social work has brought the real humanism. Workers with maladjusted human beings have been of two types, those who wish to dominate and those who excuse delinquency and identify themselves with the delinquents."

#### School procedures

#### According to the Committee on Socially Handicapped Delinquency.-<sup>2</sup>

"The school is intimately concerned with the problem of delinquency because a great share of delinquents are school children. It seems certain that the various difficulties which children experience in fitting themselves into the academic and social problems arising in school are important in the incidence of delinquent behavior."

#### Types of School Procedures

School procedure was recorded or indicated in forty-five or thirty-one percent of the one-hundred-forty-six cases of delinquent school children. TABLE TWENTY-NINE gives a general list of the procedures used in helping to solve the problems of these forty-five children. Twenty-two types of procedure were represented in the general table. TABLE THIRTY, a sub-table of TABLE TWENTY-NINE, shows treatment of special cases (nineteen), and the other sub-table of TABLE TWENTY-NINE, TABLE THIRTY-ONE, shows the form of guidance given some of the delinquents. Eight types were represented and eleven children are included in this representation.

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<sup>1</sup> Miriam Van Waters, Youth in Conflict, P.234. New York New Republic Incorporated, 1932.

<sup>2</sup> Committee on Socially Handicapped Delinquency, The Delinquent Child, P. .White House Conference Committee on Child Health, Section IV-The Handicapped. New York: D.Appleton and Co., 1925.

TABLE TWENTY-NINE  
GENERAL TABLE OF SCHOOL PROCEDURES

NO.	Procedure	No. of cases	Case No.
1.	Placed in special School	5	37,76,90,110,125
2.	" " another room	5	13,38,51,69,75
3.	" " special grade	4	7,21,30,88
4.	" " Continuation School	4	1,32,34,67
5.	" " Another School	4	17,87,95,131
6.	" under special instructor	2	28,65
7.	" in School of Individual Instruction	2	18,33
8.	Let child stay home because of low mental ability	2	22,96
9.	Advisor secured job for the child	2	42,79
10.	Got parents cooperation	2	66,99
11.	Allowed to discontinue school until September	1	3
12.	Allowed to reenter after confer- ence with father	1	16
13.	Recommended to Beatrice by the principal	1	21
14.	Advisor placed the child on a debate team	1	43
15.	Placed the child on the school paper	1	69
16.	Child was sent back to his former school	1	93
17.	The principal suggested a mental examination	1	100
18.	Constantly watched	1	103
19.	School guidance (not indicated)	1	138
20.	The teacher praised the child in- stead of nag.	1	141
21.	Teacher cooperated (what way not indicated)	2	1,142

There were twenty-one types of procedure represented in the group. There were more cases of placement in special schools, rooms, or under special instructors (11 cases represented in No.s 1,3,and 6); and continuation school 4 cases and school of individual Instruction 2 cases. Some form of guidance was represented in ten cases.

TABLE THIRTY

## TREATMENT OF SPECIAL CASES\*

No.	Treatment	No. of Cases	Case No.
1.	Special School	5	37,76,90,110,125
2.	Special Grades	4	7,21,30,88
3.	Continuation School	4	1,32,34,67
4.	Special Instructors	2	28,65
5.	School of Individual Instruction	2	18,33

\* Sub-table of TABLE TWENTY-NINE

There are five types of treatment represented. The greatest number of cases are those placed in a special school.

TABLE THIRTY-ONE\*

## SCHOOL GUIDANCE

No.	Form of guidance	No. of Cases	Case No.
1.	Advisor secured job for the child	2	42,79
2.	Advisor placed the child on a debate team	1	43
3.	The child was placed on a school paper	1	69
4.	The teacher praised the child in- stead of nagged	1	141
5.	School guidance(kind not indicated)	1	138
6.	Teacher cooperated (" " " "	2	4,142
7.	Got parent's Cooperation	2	66,99

\*Sub-table of TABLE TWENTY-NINE

At least three types of school guidance were represented in the group, advisory work ranking first (three cases).

Writer's impression.- The procedures given or indicated in so few of the cases (forty-five or thirty-one percent of the one-hundred-forty-six cases), leaves the writer with one or more of the following impressions that any-one might have.

(1). The records are probably incomplete. If so neither the reader nor the writer can have a correct knowledge of the way the school has handled these problems.

(2). The school administration has not felt its responsibility towards the child in helping him to lead a normal life and be able to cope with problems that will confront him in every day life.

(3). A large majority of the problems were of such a nature the school had little to do with them, or was inadequately equipped to properly solve them, or solve them at all.

#### Juvenile Court Procedures

According to Miriam Van Waters.<sup>1</sup>

"The Juvenile Court is one of guardianship and not of criminal procedure. Socially considered, human rights are not in conflict. Major patterns of delinquency are limited to no social class; They range from the rich to the poor, from the over-protected to the under-protected. Selfish parental attitudes produce delinquency. Family ideals must be in harmony with reality. The young tend to follow in the life histories of their parents."

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1

Juvenile Court procedures were recorded for eighty-nine or sixty-one percent of the one-hundred-forty-six delinquent school children. Twenty-three different types of procedures were represented. The two indicating the greatest number of children included those placed in Riverview Home (thirty-seven cases), and those placed in care of the Juvenile Court (fourteen cases). TABLE THIRTY-TWO lists the twenty-three types of procedures the Juvenile Court used.

Institutions.— Nine institutions were represented in the above mentioned table. They are given in TABLE-THIRTY-THREE, a sub-table of TABE THIRTY-TWO.

According to August Aichhorn:<sup>1</sup>

"Specific educational methods are far less important than an attitude which brings the child into contact with reality. We must give the pupils experiences which fit them for life outside and not for the artificial life of an institution. The more the life of the institution conforms to an actual social community, the more certain is the social rehabilitation of the child. There is a great danger in an institution that the individuality of the child does not develop along lines best suited to his needs, but that rules are laid down in accordance with administrative requirements which reduce the child to a mere inmate with a number.

Clinical treatment.— Clinical treatment was given to a few of the delinquent school children. Three were given treatment in the behavior clinic, and two were given treatment in the medical clinic. One was given a physical examination but he was not treated.

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<sup>1</sup> August Aichhorn, Wayward Youth, P.150. New York: The Viking Press. 1936

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TABLE THIRTY-TWO  
JUVENILE COURT PROCEDURES

No.	Procedure	No. of Cases	Case No.
1.	Children placed in R.V.H.*	37	
2.	" " in care of Juvenile Court	14	
3.	Received threat of R.V.H.	8	
4.	Sent to Kearney	6	2,8,59,82,106,111
5.	Case work	7	3,39,57,58,61,124
6.	Received threat of Kearney	5	12,14,71,74,98
7.	Placed in foster home	4	31,60,98,143
8.	Placed in care of behavior clinic	3	23,27,28
9.	Sent to an uncle	3	6,9,47
10.	Child remained at home under close supervision	5	18,24,81,120,119
11.	Sent to Beatrice	2	22,117
12.	Given treatment at medical clinic	2	36,83
13.	Placed in Father Flannigan's Home	2	86,88
14.	Sent to grandparents	1	5
15.	Given physical examination	2	11,21
16.	Subject to Riverview Home	1	25
17.	Placed in care of C.W.A.*	1	41
18.	To be sent to Gemeva	1	46
19.	Placed in Emmanual Deaconness Home	1	55
20.	Placed in Good Shepherd Home	1	103
21.	Sent to Detention Home	1	106
22.	Sent to insane Hospital	1	127

\* R.V.H. means Riverview Home. C.W.A. means Child Welfare Association.

There were twenty-two different types of procedures represented. Placement in Riverview Home ranked first in number of cases (37), and placement in care of the Juvenile Court ranked second in number (14).



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TABLE THIRTY-THREE\*  
INSTITUTIONS

No.	Institutions	Total No. of Cases	Case No.
1.	Riverview Home (placed 37) (threatened 8)	45	
2.	Kearney (Sent 6, threatened 5)	11	
3.	Beatrice (sent 2)	2	22,117
4.	Father Flannigan's Home (sent 2)	2	86,88
5.	Geneva (lto be sent)	1	46
6.	Emmanuel Deaconess Home (sent 1)	1	55
7.	Good Shepherd Home " "	1	103
8.	Detention Home " "	1	106
9.	Insane Hospital " "	1	127

\* Sub-table of TABLE THIRTY-TWO

There were nine institutions represented. Riverview Home had the greatest representation.

TABLE THIRTY-FOUR\*

CASE WORK

No.	Type of work	No. of Cases	Case No.
1.	Improve Home Conditions	1	124
2.	Found environment must be improved	1	39
3.	Thought child should be removed from home.	2	3,136
4.	Found child should have nourishing food	1	61
5.	The case worker tried to help the family conditions	2	57,58

\* Sub-table of TABLE THIRTY-TWO

Five types of case work were represented in this group.

Case work.- Case work was recorded or indicated in several cases. The case workers were trying to improve family conditions or were diagnosing cases. TABLE THIRTY-FOUR, a sub-table of TABLE THIRTY-TWO, and found on the preceding page, lists the types of case work performed.

According to a Committee on the Socially Handicapped Child:<sup>1</sup>

"In order to be of any service in dealing with delinquent behavior, one must know and understand in each individual situation, those elements in the total life of the child and his family which have affected their needs and satisfactions. A mere category of identifying facts which describe the family, the child, or his delinquencies, is of little value unless it is related to the more tangible things which make up the ground work of relationships among the family group. Such understanding does not usually come through question and answer, but from slowly and patiently allowing the material to unfold as the worker establishes the confidence of the delinquent. Increasingly case workers are recognizing the importance of understanding in the whole family situation out of which anyone individual in whom she is interested comes."

#### Those benefitted

The records in sixteen cases, namely cases three, five, six, nine, forty-two, forty-three, forty-seven, fifty-seven, fifty-eight, sixty-nine, seventy-nine, eighty-seven, eighty-eight, ninety-three, one-hundred-twenty-four, and one-hundred-thirty-eight, showed how some of the delinquents were definitely benefitted by school and Juvenile Court procedures, and these the writer feels were benefitted because the procedure used was similar to what the child wished. TABLE THIRTY-FIVE gives a list of these sixteen cases showing how they were benefitted and

<sup>1</sup>

Committee on Socially Handicapped Delinquency, The Delinquent Child, P.92-96. White House Conference on Child Health and Protection, lv-C-2. New York; Appleton Century Co., 1932

why the author thinks they were benifitted. Seven were recorded as definitely benifitted, namely cases three, forty-two, forty-three, sixty-nine, seventy-nine, one-hundred-twenty-four, and one hundred-thirty-eight. The other nine case are the writer's supposition, namely cases five, six, nine, forty-seven, fifty-seven, fifty-eight, eighty-seven, ninety-three, and one-hundred-forty-one.

#### Summary of Chapter VI

1. School and Juvenile Court procedures were performed in solving the problems of the one-hundred-forty-six delinquent school children.

2. School procedures were used in forty-five or thirty-one percent of the cases of delinquents, and in eighty-nine or sixty-one percent Juvenile Court procedures were used.

3. There were twenty-one types of school procedures represented in the group. School guidance and placement of special cases were indicated in a majority of the cases.

4. There were twenty-two different procedures performed by the Juvenile Court. Institutional assignments and case work occurred in greatest number.

5. Nine institutions and both the medical and behavior clinics were represented in the group.

6. Riverview Home was the outstanding institution represented. Forty-five children were placed in, threatened, or was subject to Riverview Home.

7. Through indication or supposition at least sixteen children were benifitted by school or Juvenile Court procedures.

## TABLE THIRTY-FIVE

## RESULTS OF SCHOOL AND JUVENILE COURT PROCEDURES

Case No.	Procedure used	Result of procedure
3	Allowed to discontinue until September	Enjoyed being home and working in the garden (supposition)
5	Sent to grandmother's	Better treatment (supposition)
6.	sent to an uncle	Not neglected
9	Released to an uncle interested in him	Change of environment good (supposition)
42,79	Advisor secured a job for them	Stealing soon stopped
43	Advisor placed him on a debate team	Finally solved his problem
47	Sent to an uncle for summer vacation in the country	This is where he wished to go
69	Placed on the school paper and under another teacher	Delinquent habits retarded
87	Changed to another school	Choose better companions (supposition)
93	Sent back to another school	Improve "
57,58,124	Case work, home conditions improved	Better appearance
138	School guidance	Became more normal and less <del>nerve</del> (supposition)
141	Given appraisal instead of nagged	He was not as troublesome

There were sixteen represented in this group. Benefits from the procedures were definitely given in eight cases, namely cases 42,43,69,79,57,58,124, and 141.

Benefits were not definitely indicated or given in eight cases but the writer feels certain they were benefitted, namely cases three, five, six, nine, forty-seven, 87, 93, 138.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The writer has made a study of the records of one-hundred-forty-six delinquent school children. These records, for the school year 1935-1936, were obtained from the attendance office bureau in the city-hall building, Omaha, Nebraska. These children could be found in the delinquent wards of Omaha, Nebraska, namely wards two, three, five, and seven.

One-hundred-fourteen of the delinquent school children were dissatisfied with school. The causes of this dissatisfaction were one or more of the following: mental handicaps, physical handicaps, sexual misbehavior, wrong attitudes on the part of the teacher, principal, and parent, and general environmental and economic conditions.

There were seventy-four different types of delinquent activities represented among the one-hundred-forty-six delinquent school children. Theft of various kinds ranked first, truancy second, and sexual misbehavior third. Stealing, sexual misbehavior, and frequenting movies caused much truancy among the group.

School procedures were used including forty-five or thirty-one percent of the cases of delinquency. The procedures used primarily were placement. Seventeen children were placed in a special school, school of individual instruction, continuation school, in special rooms or under special instructors because of their mental abnormality or for those who must work.

after school. Some were placed in other rooms because the teacher was unable to discipline them.

Juvenile Court procedures were used in solving eighty-nine or sixty-one percent of the delinquent problems. These procedures consisted primarily of placement in some institution. Case work was beneficial to twelve children.

### Conclusions

Although one-hundred-fourteen or seventy-eight percent of the delinquent school children, were dissatisfied with school, the school administration made an effort to remove this dissatisfaction in only forty-five or thirty-nine percent of these cases. These procedures brought about temporary results rather than permanent.

The wrong attitude definitely expressed in by some teachers and principals has played an important part in leading a number of the school children into delinquency.

The sex problems among the girls and boys show improper or no training in the home, and little concern in the school. None of the procedures used by the school were for the solving of sexual misbehavior.

Some of the delinquent activities and the causes of these activities were of such a nature, the school could do little or nothing about it, although they retarded the progress of the child in school. The child would prefer truancy to coming to school poorly clad. Some had to stay home because they lacked sufficient clothing.

The general community in which the one-hundred-forty-six delinquent school children live was of such a nature the school alone could not remove its demoralizing affects on the children.

After comparing the number of school procedures (forty-five) with that of the Juvenile Court (eighty-nine), the responsibility of solving the problems presented by the delinquent school children seems to have been shifted from the school to the Juvenile Court. The procedures used by the school and the Juvenile Court were similar to each other.

(primarily placement in some institution, school, grade, or room.)

Judging from the few children who were given school guidance (twelve), and those who benefitted from case work, a guidance program of some kind seemed to be lacking in the public schools these delinquent children attend.

#### Recommendations

Delinquency cannot be solved by "up-lift work" but rather by means of a good scientific and constructive program. Case workers should be appointed by the school administration keep close contact with the child and try to prevent him from becoming delinquent instead of waiting until he is subject to Juvenile Court procedures. Teachers of these children should keep in touch with the home and try to get the absolute cooperation of the parents or guardians.

The school, parents and civic organizations should find some means of seeing that the law preventing minors from entering saloons, taverns, and other questionable places, is enforced. This will solve the problem of those of the one-hundred-forty-six delinquents who attend such places.

Through parent-teacher organizations plans could be formed and carried out to provide food and clothing for those too poor to attend regularly and look nice, and have proper nourishing food.

Those who are too mentally low should be given some kind of simple work to do that will not require much thought. This should be done in a special institution for that particular purpose, or some simple manual labor around the house or wherever such work can be obtained.

Recommendations for the prevention of future delinquents:-

~~The~~ writer feels that in two of the schools that have almost a total Negro enrollment, Negro teachers should be employed. They would be more familiar with and understand better the existing conditions among their racial group, and work with the child in the church as well as in the school.

The school and church should work together in developing the character of the child. When possible, those who teach the child in the school, should do so in the church, and be equally prepared for that type of work. The church should aid in providing right type recreation for the child, and create in the child a desire for high ideals.

Adjustment of the individual to life lies at the basis of the philosophy of education to-day.



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ADDENDA

## ADDENDA

The Addenda includes the record reports of the one-hundred-forty-six delinquent School Children taken from the Attendance Office Bureau, City Hall, Omaha, Nebraska, and studied in the Thesis.

- Case 1. Girl 16. Both parents work when they can find something to do. These parents are unskilled laborers in their line of work. Both parents having irregular work the girl was compelled to help make the living. She caused disturbances in the class-room and made a general nuisance of her-self. Because of being behind in her work, she was placed in continuation school.
- Case 2. Boy 14, 8B Grade. Parents aid instead of correct his delinquent habits and tendencies. He broke into the school building several times to steal whatever he could find. He was placed in Riverview Home after stealing clothing from a department store. The boy was such a nuisance he caused some of the neighbors to move away. He engaged in stealing, lieing, using vile language, and obscene actions. He was finally sent to Kearney.
- Case 3. Boy 15. His mother is dead. His father worked out of town. He lived with his grandparents who were poor and non-cooperative with the school. The father does not help support the boy. During some of his truancy he had run off to his father. Because of his conduct no school wanted to keep him. The case worker saw his environment was of such a condition he should be removed, but the Juvenile Court was financially unable to pay his bill elsewhere. His dislike for the city and school was revealed when he said he preferred horses and stock, and desired to work in his grandparent's garden. Because he was annoying to the school, he was allowed to discontinue going until the following September.
- Case 4. Boy 14, High I.Q. His father and the mother worked out. The home environment is unsuitable to raise children. He used a gun in an apartment for a hold-up. He ran off to Walsh, Nebraska, to an uncle, but returned within a week. Several months later he stole a hat, coat, shirt and 32 calibre revolver from a neighboring apartment. His mother wished him placed in Father Flannigan's Home. His teacher promised cooperation.
- Case 5. Boy 12. His father is dead. He had little food or clothing. The mother and her "boy friend" preferred to spend money for beer etc. instead. He sometimes had only bread and water for supper. He was parolled from Riverview Home by the Juvenile Court after stealing in grocery stores. The mother, when going out at night, would lock the children in the house. He was sent to his grand-

mother's to stay while attending school.

Case 6.- Boy 14, 9A Grade. His father worked. The mother was neglegent and indifferent. He annoyed other children in his classes. He was placed in Riverview Home for snatching purses at the High School games. His teacher turned in a shriner's pin set with a ruby. The pin had been taken from another boy at school. He declared he found it near his home. He was released from Riverview Home to be returned two weeks later for breaking into a store. Due to parental neglect He was sent to an uncle in another city.

Case 7. Boy 15. His mother was dead. His grandmother with whom he lived aided in his delinquent habits. His father Hād a terrible temper. When on a drunken spree, he would beat the boy and chase him from the house. After such occasions the boy would sleep in a shed, and often with his bad companions. He was placed in Riverview Homes for entering an apartment house and stealing 7 purses, a coat, and some jewelry. He was placed in a special grade. The teachers promised cooperation.

Case 8.- Boy 15. The father worked under W.P.A. The mother did day work when she could. The following activities occurred within the year 1936. He stole some chickens and sold them to a produce house. A few weeks later he stole a car in which he went to Lincoln to see some friends. On the way back he had an accident, tearing the car up. He was placed in jail and later sent to Riverview Home. In the meantime, the family had moved taking with it two bicycles stolen by his younger brothers. After two months he was parolled. Two weeks after he was paroled the family moved again. It was reported by a child that when the family moved from this place its bicycle collection had increased to seven. The boy was in Juvenile Court for raiding Riverview Home, stealing autos between Omaha and Lincoln, and a pony. When the father tried to correct the boy by beating him, he would leave home to sleep in autos. One day he scared his fellow pupils with a "32 Calibre" which turned out to be a trick cigarette pistol. He was placed in Riverview Home during the summer vacation, and during which time the family moved again. On one of his truant days he went to a toyland show at Brandeis. He escaped before the truant officer could catch him. After he and his two brothers raided three of Omaha's leading department stores, he was sent to Kearney, and his two brothers were placed in Riverview Home.

Case 9.- Boy 13, 8A Grade. The step-father worked. The mother worked when she could and was physically able to. Her poor physical condition aided her in being a poor disciplinarian. The teacher described the boy as a peculiar,

difficult child. He was troublesome and non-responsive to teachers. He was placed in Riverview Home for stealing "junk", and later released to an uncle who was interested him.

Case 10.- Boy 15, I.Q. 86. His mother is dead, and father Non-supporting. He lives with his deaf grandmother who lives on a civil war pension. An uncle who is a drunkard also lives there. The boy was an habitual truant, and leader of an incorrigible gang. He was caught in a number of stealing activities. He later robbed three large department stores of Omaha. He was placed in Riverview Home for breaking windows in a car, and was later released. He was so incorrigible the principal said she did not want him. He was in several fights on the school ground. He showed disinterest in school work. The grandmother was very indifferent.

Case 11.- Boy 14, low mentality. The family was poor and large in size. There was quite a bit of sickness in the family. He was incorrigible, and seemingly lazy. After his case was diagnosed the doctors found that the lazyness was due to low mentality and improper kind and amount of food that was nourishing.

Case 12.- Boy 15. This boy was insolent, disobedient, and noisy in school. He would sneer at his teacher when she attempted to correct him. He had a very vicious attitude. He was placed in Riverview Home for a few days because of his actions and attitude. On being released, he was threatened by Juvenile Court he would be sent to Kearney if he did not change. When the Juvenile Court asked him why he disliked school so much he told them the teacher did not know anything and did not like him. He did not see the need to study.

Case 13.- Boy 13, 3A Grade, I.Q. 70. His father is in Hastings Institution. The mother worked on W.P.A. One day the boy fought on the school grounds over a ball. He promised not to do so again, but the next day he fought a boy after school. The boy had snatched on him for cheating in spelling. One day, for no cause, he snatched a fellow pupil's paper from the desk and stamped on it. On another occasion he slipped out of the room to the basement. His teacher had to drag him out. The Juvenile Court threatened to place him in Riverview Home. One day he slipped paper behind the radiator, then struck a match to it, almost causing a serious fire. He was placed under another teacher but still continued to be a behavior problem.

Case 14.- Boy 15, 10A Grade. Due to domestic trouble in the home, he left there and went to his grandmothers. One day he fought in class over a fountain pen he had stolen. Because of indecent exposure to girls he was placed in Riverview Home for one month. He was up before the Juvenile Court for stealing and car prowling. The court placed him in Riverview Home for stealing in several department stores, and threatened to send him to Kearney.

Case 15.- Boy 12, I.Q. 68. His mother and father were separated. The boy stole \$2.50 from his teacher's pocket book. His mother helped to spend the contents. The mother told the teacher she spent the money for Easter things. The boy said he had only an Easter egg for Easter.

Case 16.- Boy 15. He walked out of the room when ever he felt like it. He continually argued with his teacher, and seldom obeyed school laws. He was troublesome on the school grounds. He was placed in a special room as a punishment for his delinquent actions. He was so much worse in this room he was excluded from the school. The mother was angered by the principal's action, and refused to cooperate. After a conference with the father, he was allowed to re-enter. The boy developed into satisfactory behavior under another teacher.

Case 17.- Boy 11. The family was on relief. The father was a drunkard. The boy would frequently steal money from children in his room. He stayed out late at night, and slept in the class-room. The mother claimed that the teacher whipped two of her children, threw their report cards on the floor, and ordered them out of the building. He was transferred to another school, where he was often sent out because of misconduct. When sent out of the room he would go to the show. He was placed in Riverview Home for stealing in the ten-ceng stores, and prowling through cars.

Case 18.- Boy 10, I.Q. 68. He would run away when he got into trouble at school. His parents said they had spent over \$1000 trying to help him. He was placed in the School for Individual Instruction. The boy would often run away from school at recess. To keep from going to school, he would get up before the other children and run away before they left for school. Conditions in the home were excellent. The principal said she tried every means to help the boy, but without result. The Juvenile Court thought it best for him to remain under close supervision at home.



Case 19.- Boy 7. 2nd Grade. His father is dead. The mother works on the W.P.A. His older sister, 16 years old took him with her to the beer and whiskey taverns when there was no one at home for him to stay with. He was often coaxed into taking a sip of strong drinks, that his coaxers might enjoy his reaction. The boy learned to like such places and would cry and perform when not allowed to go.

Case 20.- Boy 7. He was truant most of the time. His mother was blind and insane. The father was negligent. The home was in poor environmental and economic conditions. The child was a behavior problem at school. He exercised no control of his temper. He fought in and out of school. He destroyed property. The child had peculiar and seemingly abnormal tantrum spells. He left the house when ever he chose to and without the parents' knowledge. He was placed under the care of the Juvenile Court, and under close observation.

Case 21.- Boy 9, I.Q. 60. The mother worked when she could. The father was a drunkard and dope fiend. The boy was involved in a number of stealing activities. While being talked to at the Juvenile Court he appeared overly nervous and inattentive. A physical examination was given showing he had poor hearing and nostril trouble. He was recommended by his principal to be placed in the Institution for Feebleminded at Beatrice. He was put in a special room but no improvement was made. He was sent to Riverview Home for breaking into and disordering a neighbor's house.

Case 22.- Boy 12. I.Q. 46. The mother seemed mentally retarded. The father was in the insane asylum at Hastings, Nebraska. The boy was too mentally low to continue in the first grade, thus he stayed at home. He ran the neighborhood, destroying, stealing, and creating a general disturbance. He was placed in Beatrice.

Case 23.- Boy 13. He was placed in care of the behavior clinic. He had personality difficulties which caused truancy. He was a problem child in school. One day he wished to tie and gag a girl in a garage. This girl had reported him to the teacher for pulling her hair. He was of a vicious and loving disposition. He was abnormally nervous, often going into spells of unconsciousness. His mother upheld him in many of his delinquent habits, so he took advantage of her sympathy in many instances. The mother claimed he was hurt when an infant.

Case 24.- Girl 14. The mother was advised to keep her at home because of her mental condition. She was mentally retarded, and epileptic, exercising viciousness when made angry. She often had spells of unconsciousness.

Case 25.- Boy 16, 7th Grade, I.Q. 119. *Disregard of Temperance* His father is dead. His mother was unable to help him. He was temperamental, suffering from some kind of mental trouble. He often had spells of violence. The principal of his school said he had a brilliant mind, but was low within himself. Because of his conduct he was subject to Riverview.

Case 26.- Girl 11, 2B Grade. The child was mean and anti-social. She would often kick children while in line. She would slap and push over smaller children while on the playground. Once in the class-room she rubbed candy on another girl's face. She would tear up notes to her parents. She would wilfully speak out loud in the class-room. While conversing with her the Juvenile Officer noticed her arms and shoulders twitching and jerking, while she continually played with or twisted her fingers. She would shield herself by telling stories. The mother was of an extremely nervous disposition, and quite excitable over trivial things. It was undesirable that the child be under her care.

Case 27.- Girl 14. Her mother was a neurotic. She lived in immoral surroundings. She was erratic in behavior, restless, queer, or peculiar, always moving about the room. She wandered off from home a number of times for no particular reason. She was indifferent to school. It was necessary to give her treatment at the clinic.

Case 28.- Boy 12. Subject to spells. He was sick often from St. Vitus Dance. He would hit children for stepping on his feet. Though half of his troubles were his own fault his mother would keep him out of school because she felt he was mistreated. He received treatment at the clinic (medical for St. Vitus Dance). He was restless and a constant disturber in the class-room. Once he was kept after school for using profane language, and for advancing towards a girl. His mother took his part in the matter. the mother had little control over the boy. He would always play upon her sympathy. He and three other confederates were up before the Juvenile Court for committing three robberies, one at the ten-cent store, one at a drug store, and one at the Elk's Club. They took three compacts from the ten-cent store, cigars from the drug store, and twenty dollars from the Elk's Club cash register. All three boys were placed in Riverview Home until disposal of cases. He told the attendance officer about the boys tormenting and teasing him, but the teachers and engineer denied these accusations. He was very slow in his school work. In reading he had to be placed under a special instructor. On one of his truant days he and another boy met at the ten-cent store to steal. Both of these boys seemed to

have "have" sticky fingers". He was very rude at the dental clinic. He squirted water on the dentist's face from a squirt gun, and made no apologies for his actions. The Juvenile Court kept close contact with him.

Case 29.- Boy 13. His father was a neurotic. When angered the father would beat the boy unmercifully. The mother did not exercise as much control over the boy as she could. He was incorrigible at school. Once after school he attempted to stab one of the boys in his class for stealing his paper. In one of his angry spells he cut up several note-books. On the play-ground he chased some boys with a knife. His conduct was offensive to girls.

Case 30.- Boy 15. 5A Grade. His father had been put in jail for several criminal offenses. The mother exercised little control. The boy was slow at learning, and disinterested in school. He was placed in a special room. He was very bad tempered. Once he drew a knife on some children for stepping accidentally on some marbles. He fought so often at school he had to be placed under close supervision on the school ground and in the school room. Once he twisted a boy's arm because the boy refused to give him some candy. He was often truant, preferring to spend his school hours on the street, in questionable places, or at the show.

Case 31.- Boy 11. This boy had a brilliant mind, but the wrong attitude. His mother was a dope fiend, and often drank accessively. She was very untidy in her appearance and in the home. The children were very dirty and ragged. His parents were "easy-going", and uninterested in their children. The environment was so poor the boy was placed in a foster home.

Case 32.- Girl 16. Her mother is a bad influence in the home. The girl was placed in a continuation school. She went around with older men, one of which was married. She did as she pleased at home, often coming home at twelve o'clock and after. The girl was a bad influence in the neighborhood, influencing other girls in her direction. She was irregular in attendance because she had to help make the living.

Case 33.- Boy 14, I.Q. 113. He was a behavior problem in his home and school. He did as he pleased in the school and class-room. He was conceited, rude, and discourteous to both parents and teachers. His parents promised to cooperate if he could stay in that school, but he became such a nuisance and disrespectful, he was placed in the school of Individual Instruction. He chased girls in the hall ways and acted too familiar whenever possible.

Case 34.- Girl 15. Father works at night. Her mother is dead. She would often stay out late. She went to a friend's home and stayed three weeks without telling her father. Her friend's mother refused to keep her because she ran around and stayed out late at night. She was placed in the custody of the Juvenile Court and later sent to Riverview Home and continuation school. She was silly about boys. She was reported twice as being seen at an undesirable place with older men.

Case 35.- Girl 17, 8A Grade. She ran around with older men and a cousin. She was defiant in attitude. One day a friend's mother came to school concerning a disagreement between her daughter and her. She entered the room without consulting the teacher or principal, entered the dressing room where the girl was. She got the girl into a hysterical condition, and ordered her to her house after school to "clean her up". The teacher had to take up the matter to restore order. It was found out that the girl had taken her daughter's boy friend, who was not a desirable companion.

Case 36.- Boy 15 I.Q. 63. His father is dead. His mother is an immoral woman living illegally with his stepfather. He completed the special grade school. Because his I.Q. was below eighty, he was not accepted into Technical High School. He then spent most of his time on the streets and associating with bad companions. He was involved in sexual relationships, and was offensive to girls. He went to the clinic for syphilis treatment.

Case 37.- Boy 16, I.Q. 60. A medical examination showed that he had a defective right ear and eye. He was uncontrollable at home. He would often slip off to the show from school. He hung around the school grounds of the school he wished to attend. He was placed in a special school instead, so he quit school, to spend most of his leisure time in the show. He worked some, but due to his physical condition was unable to hold any job.

Case 38.- Girl 8, low I.Q. She was deaf due to ear trouble caused by bad tonsils. The mother unnecessarily neglected her. The child was very stubborn and disrespectful. One teacher had so little control over her, she had to be placed in another room. This teacher termed her as "very naughty".

Case 39.- Boy 10. He was very small, underweight, and very nervous. Because of his poor health it was impossible for him to apply himself to his work. He knew all sorts of immoral things a child of his age should not know. He was offensive to girls. His home environment was unfit for children to live in. They stayed in two dark and unventilated rooms. The mother was defiant and unwilling to listen to suggestions from the case worker. The father ran a pool hall. The Juvenile Court felt that the boy would not have a chance to be a decent citizen unless these home conditions are removed. He suffered from impetigo. He was dirty and neglected by his parents.

Case 40.- Boy 15, 8A Grade. He was treated at the clinic for a serious case of scabies. He lived in a poor home environment. The economic conditions are poor also. He was placed in care of the Juvenile Court for stealing \$22 from an apartment. In a period of time, he stole \$68 from another apartment. He was caught in the closets of this apartment. He was placed in Riverview Home but later released. He was sent there again for looting mail boxes.

Case 41.- Boy 11, I.Q. 102. His parents work in another city. He boarded out with a family recommended by the Juvenile Court, while taking treatments at the clinic for sleeping-sickness. He was placed under the care of the Child Welfare Association. Before coming to Omaha for this treatment he had been paroled from Kearney. He had been involved in several stealing activities. He still showed delinquent tendencies. He would often run away from home and stay several days at a time. He stole \$6.50 and street-car checks from the church he attended.

Case 42.- Girl 15. Sophomore. Her father is dead. The mother received a small sum of money from the State Child Security fund to support the child. Because this sum was so small, it was necessary for the mother to work in order to pay her rent, and buy food and clothing. Desiring to have pretty clothes and trinkets similar to other girls, the girl resorted to stealing. Over a period of time she had stolen a number of compacts, lipstick, and pocket-books. She was finally caught in the teacher's rest-room. After diagnosing her case the advisor realized the girl must work. Through a friend the advisor secured a job for her in an office. Her stealing activities soon stopped.

Case 43.- Boy 14, 9 Grade, high I.Q.-He was bashful and afraid, due to his mother's strictness. Realizing the boy was becoming socially maladjusted, his advisor placed him on a debating team. This finally solved his problem.

Case 44.- Boy 14. Parents work. He was left to roam the streets with his bad companies. He was incorrigible in school, and was kept after school because of obscene actions. He was up before the Juvenile Court for sexual behavior. The judge sent him to Riverview Home.

Case 45.- Boy 14. The mother is dead. The father married again. The step-mother was not interested in him. He was turned over to the Juvenile Court for stealing lumber at a Safe-Way store. He was involved in several chain-store robberies.

Case 46.- Girl 16. Her father worked. Her mother had no control over her. The girl would stay out late at night without telling her parents and with older men. She was often truant from school. She was placed in Riverview Home to be sent to Geneva, but was soon suspended. She seemed to do no better after suspension.

Case 47.- Boy 12. He had a mania for running away from home. His parents were always worrying about him, but did not cooperate with the school or Juvenile Court. The boy would often slip off to the show from school, then stay on the streets until late in the evening. He told the Juvenile Court he would like to live in the country. The court sent him to an uncle who lives in the country in Iowa, for the vacation period.

Case 48.- Girl 16. She disliked school, and refused to attend. She ran around with older men. Her parents had little control over her. She would often help her older sister take care of a small child. Because of her age the Juvenile Court could not make her go to school.

Case 49.- Boy 12. His mother was mentally low and unable to discipline him. He stole several times from a ten cent store. He was sent to Riverview Home for stealing letters out of the mail boxes.

Case 50.- Girl 15. She disliked school. Her parents did not allow her to attend the school she desired to attend. She wished to attend the school where her bosom girl friend attended. She also disliked one of her teachers. She played truant, often attending movies.

Case 51.- Boy 13, I.Q. 71. He has a mother and step-father. He would often stay away from home because he disliked his step-father. He would spend a great deal of time on the streets and in the parks. He constantly caused disturbances in the class-room. He improved some under another teacher.

Case 52.- Boy 12. He would often stay out late at night. Once he was found sound asleep when one of the show houses closed for the evening. When questioned about his delinquent actions he would always lie.

Case 53.- Girl 12. She would often run away from school, and home. Her parents were disinterested. Sometimes she would go to a friend's home and stay so long they would have to make her go home.

Case 54.- Boy 16. He did not get along at home, so he would stay in garage. He was put in jail for stealing. He and some other boys got into trouble for stealing money from the Northside Library. He was placed in Riverview Home for stealing an automobile. He was always causing a disturbance in the class-room.

Case 55.- Boy 11, 3rd Grade. He lacked self control, and had an ungovernable temper. He fought teachers as well as the pupils. He was placed in the Emmanuel Deaconess Home.

Case 56.- Boy 12, in 5th Grade. He lived in a poor environment. His companions were turned over by the police to the Juvenile Court for robbing Sears Roebuck and Company, and some adjacent apartments.

Case 57 and 58.- Boys 11 and 12, 3rd and 4th Grade, They were brothers. The family was not interested in them. No form of punishment seemed to be effective. The Juvenile Case worker tried to make the parents feel their responsibility. The boys began to have a little better appearance. The boys would sell magazines until late.

Case 59.- Boy 11. He lived in a poor neighborhood. He was picked up by a cruiser car at one-thirty at night. He and another boy had just robbed a store. He was sent to Kearney for trying to forge a check he had looted from a mail box.

Case 60.- Boy 14, 6th Grade. He would expose himself to girls and use foul language. His home environment and economic circumstances were terrible. The home was house of ill-fame. The father

was mean and abusive to both mother and children. The boy was placed in another home.

Case 60.-Boy 10, 4th Grade. He was a truant. He would steal in school. The case worker found that he did not have enough nourishing food at home.

Case 62.-Boy 8, 2nd Grade. He was a behavior problem in school. He was familiar with girls. He promised to stay away from girls. He often broke his promise.

Case 63.-Boy 16, 9A Grade. He always ran the streets. He was unable to find work, so he spent his leisure time at questionable places.

Case 64.-Girl 8. She was neglected and needed the care of a home. She was often truant and frequented the movies. She was placed in the care of the Juvenile Court.

Case 65.- Boy 15, I.Q. 71. The mother always protected him when he got into trouble at home. He showed he was not corrected at home and did not care to be corrected by his teachers. Because of his low intelligence quotient, he was placed under a special instructor.

Case 66.-Boy 11, 5B. He would abuse his mother, and would swear on the streets and at home. He was often truant, preferring to spend his school hours at the show. His parents promised to cooperate in the attempt to help the child.

Case 67.-Boy 15. He was placed in a continuation school. He worked at an uncle's gas station. The father deserted the family. He had to work to help his mother. He would stay out late at night. He was involved in several thefts. He was placed in River-view Home for robbing two large department store.

Case 68.- Boy 14. I.Q. 97. Ungraded. He was argumentative, and impudent to his teachers. He was lazy and a constant disturber. He does not work up to his ability. He tore up a library book. His mother was non-cooperative.

Case 69.- Boy 12. He was a constant disturber in the classroom. He would spin a top on the desk. He would swing the erasers on a string. He was unconcerned over his work and conduct. He was placed under another teacher. The teacher found out he desired to draw, so he was given a job on the weekly school paper.



Case 70.-Boy 14. A constant truant. I.Q. 69. He was constantly in a fight in school. He was placed in Riverview Home because of his truancy.

Case 71.- Boy 16. He lived in an undesirable, disagreeable home. He would often stay at a friend's home instead. The economic conditions of the home were poor. He was placed in Riverview Home for purse stealing at the games. He was later involved in a series of stealing at the Department stores. He was threatened by the Juvenile Court, to be sent to Kearney.

Case 72.- Girl 15. She was a constant truant. She disliked school, and stayed out whenever she wished. The mother was non-cooperative in seeing that she went to school. She went around with friends older than her, and preferred older men.

Case 73.- Boy 15. He was often truant, and would run away to stay for several days. He was placed in Riverview for stealing knives, and other articles in school, and unlocked the fire-escapes. His home environment was very poor.

Case 74.- Boy 11. The economic and home environment was terrible. He had little clothing and insufficient clothing. He and two other boys were involved in vandalism, and stealing a portable typewriter from the school. He stole \$10.00 from the teacher's pocketbook. He was placed in Riverview with a threat of Kearney, if he continued in these delinquent habits.

Case 75.- Boy 15, 9B Grade. He had an unruly and ungovernable temper. He became obstreperous and walked out of the room. He was often truant. He was placed under other instructors who were willing to change his attitude.

Case 76.- Boy 11, I.Q. 60. He was in the First Grade five years. He was placed in a special school. It was necessary to keep him from associating from little boys and girls. He was arrested for car prowling. The Juvenile Court put him in Riverview Home.

Case 77.- Boy 14. He was easily led by older boys. He did not mind his parents or teacher. He was often truant, and stayed out late at night with his delinquent friends. The Juvenile Court threatened to have him put in Riverview Home.

Case 78.- Boy 14. His parents went early to work. He got up when he pleased. He had no home training. He through stones to and from school. He severely cut one boy.

He struck a girl with a rope.

Case 79.- Girl 15. Truant. She would slip off from school to go riding with boys. The family had domestic trouble. They needed food and clothing. The girl would sometimes steal articles from school. Her advisor secured a job for her in an office. This soon stopped other stealing habits.

Case 80.- Boy 14. He was a constant run-away. His mother nor teacher had any control over him.

Case 81.- Boy 11 He would fight on the school grounds, whenever he was not watched. He had such mental and physical handicaps he was allowed to stay at home under close supervision.

Case 82.- Boy 15. He was a bad influence. He was a behavior problem child in school. His parents had no control over him. He would loiter around the Fontenelle Hotel and sleep in the men's wash-room. He was sent to Kearney.

Case 83.- Boy 14. He was a habitual runaway. He was placed by the Juvenile Court in Riverview Home. He was sent to the clinic for a severe case of scabies. He was picked up by the police for stealing around the Bee news stand.

Case 84.- Boy 14. Truant. Poor cooperation on the part of his parents. He was refused at Mason by the teacher because of his wrong attitude. The attendance officer told him to give her a note, but the teacher still refused. The Juvenile Court ordered her to keep him. Other schools were too far away for him to attend.

Case 85.- Boy 14. Truant. His father is in Hastings Institution His mother has little control. He stayed out late night, with bad companions.

Case 86.- Boy 13. The financial conditions of the home were poor. He was up before the court for purse snatching. He was placed in Father Flannigans Home.

Case 87.- Girl 10,3A Grade, I.Q. 76. She was troublesome, and seemed to choose the wrong type of companions, Her mother had her changed to another school.

Case 88.- Boy 14, I.Q. 60. The father dissented the home. The mother had no control over the boy. He was placed in a special school. The mother had him placed in Father Flannigans Home.

Case 89.- Boy 15. I. Q. 78. He played around the car barn. He was turned over to the Juvenile Court for stealing an adding machine from the coal yard. The home conditions were poor.

- Case 90.- Boy 12, IA Grade, I.Q. 82. He was constantly troublesome. He would torment other children. He promised the teacher he would be a good boy but he had to finally be placed in a special school.
- Case 91.- Boy 8. His attitude in school showed a free lance at home. He would often sleep on the porch until after one A.M. He stayed with an aunt who had no control over him. The mother was out of town, and would not come for him.
- Case 92.- Boy 12. He stole from stores. The case worker found that the family was poor, and neither parent had regular work. They were given clothing through the Red Cross. The boy was placed in Riverview Home for looting mail boxes.
- Case 93.- Boy 12. The father wished to have the boy changed to another school, because he was having trouble with his teacher. One day, when the teacher was looking out of the class-room windows, she saw the boy chase another one off the school grounds, and almost into the path of a street-car. She had the boy write what had happened, then sent him home. When the father came to school, the teacher explained the situation to him. The father told the teacher the boy did not have the trouble at the school he previously attended. The boy was sent back to the other school.
- Case 94.- Boy 11. He was very rude and impudent to his teacher, and to the principal. He would not do his work, and tried to do as he pleased. The principal sent him home with a note stating that she would not take him back until he was ready to get down to work and behave himself. The parents had had an argument with the teacher and principal concerning their attitude towards the child. In the note the principal informed the parents she would take no rudeness from them. The parents promised cooperation if they would take the child back.
- Case 95.- Boy 15. Obscene literature was found on his person by one of his instructors. He was expelled from school for picking the school locks and getting a list of locker combinations. He was placed in another school.
- Case 96.- Boy 13. I.Q. 42, Ia grade. He had no ability to do his work. He was a general nuisance in school, fighting and doing many kinds of obstreperous things. He was unable to take care of himself during recess. He was allowed to stay at home instead of wasting time at school.

Case 97.- Boy 16. He was placed in the Riverview Home for truancy, but released on probation.

Case 98.- Boy 10. He was a general nuisance at school. due to domestic troubles in the home he was placed elsewhere. The Juvenile Court threatened to sent him to Riverview Home for truancy.

Case 99.-Boy 8, 3B. He would play hookey. He got several boys into trouble. He threatened to "gang-up" on a boy because the boy lost his ball. He teacher termed him as a bad actor. He threw a brick through a car window. He did not seem to feel the seriousness of his bad conduct. His parents promised to cooperate.

Case 100.- Boy 16. A runaway. He would stay all night in a garage. He told an unfounded story that his aunt with whom he stays, abused him. He was a peculiar child. A mental examination was suggested by the principal to give him but it was not given.

Case 101, -102. Girls 15 and 16. In poor circumstances. They were caught stealing at a Hinky Dinkey store. These girls had to be separated from each other because the older one was leading the other into delinquent habits of stealing and going with older men.

Case 103.- Boy 15, I.Q. 52. He was immoral in his actions towards girls. He had to be constantly watched. He was placed in the Good Shepherd Home.

Case 104.-Boy 15. He would fight small boys. He made insulting and threatening remarks to girls who shamed him. He was threatened to be put out of school if he continued being so bad. His mother promised cooperation.

Case 105.- Boy 12. He was arrested as a suspect for robbing Sears Roebuck and Company. He was found guilty and turned over to the Juvenile Court.

Case 106.-Boy 13. He was placed in the detention Home for stealing an auto. He was up before the Juvenile Court for stealing on several occasions. He was finally sent to kearney, before they could place him in a different environment.

Case 107.- Boy 15, 7B Grade. His grandmother with whom he stayed could do nothing with him. He would stay out late at night. He disliked school and refused to go.

Case 108.- Boy 11, mother was definitely feeble-minded. His home conditions are bad. The child was incorrigible.

Case 109.- Boy, age 12, has habit of running away. He was sent to Riverview Home. Had trouble in school and at home.

Case 110.- Boy 15, had been sent to a special school. Truancy was his worst habit. Had poor home environment. Was finally placed under Juvenile Court.

Case 111.- Boy 15 Truant. He was placed in Riverview Home but because it was overcrowded, he was let out on probation. He would slip off in his father's car. He finally became so obstreperous, he was sent to Kearney.

Case 112, 113, and 114.- Boys 10, 12, and 14. They were involved in a series of stealing activities at the ten cent store. Their parents were ignorant and indifferent. They were placed in care of the Juvenile Court.

Case 115.- Boy 11. Three complaints were sent in by stores for him stealing. He was often truant. He was placed in Riverview Home, but released two weeks later on probation.

Case 116.- Girl 15, She has had an unhappy background. Her parents were divorced and then remarried to some one else. Neither parent stayed in Omaha. She lived with her grandparents. Both grandparents were ignorant. The girl was truant, and incorrigible. She was placed in Riverview Home for stealing at a department store. She was soon released on probation.

Case 117.- Boy 12. I.Q. 46. He was in the first grade but he couldn't do the work. He was very obstreperous in the class-room, and uncontrolled in the home by mother and father. The Juvenile Court sent him to the Institution for Feeble-minded at Beatrice, Nebraska.

Case 118.- Girl 15. A runaway. She would runaway for a period of two days at a time. She was sent home by the parents of her friends with whom she would stay. Her grandparents with whom she made her home were old and disinterested. She was often truant from school. She was placed in the custody of the court.

Case 119.- Boy 11, 3A. He prowled through lockers, taking whatever struck his fancy. He was impudent and

defiant to his teacher. He was fined fifty cents for carving his initials on the desk. He would fight to and from school and often on the school grounds. He was placed under close supervision by the Juvenile Court.

Case 120- Boy 12 I.Q. 56. He was placed in a special school. During his truant time he hung around the Railroad yards. He was incorrigible at school and at home. Because of his low I.Q. he was allowed to remain at home.

Case 121.- Boy 10. He was placed in Riverview Home for breaking into the Post Office and stealing a letter containing twenty-six dollars. He had the check cashed at a grocery store. The family was on relief.

Case 122.- Boy 8. A runaway. He looted the teacher's desk taking pencils, erasers and marbles. He was bad at school. He used profane language. He threw a brick into an auto. He was placed in Riverview Home, but he ran away. He was placed there again with a threat of Kearney if he did not stay there until released, and improve his deportment.

Case 123.- Boy 15, 9A. He possess neither ability nor desire. He was so incorrigible at home and at school, he was placed in Riverview Home.

Case 124.- Girl 16. She was placed in Riverview Home for truancy. The home conditions were terrible, Improvement was made to a small extent after a series of visits by the Case worker. An older sister seemed to rule the home. The sister would continually preach to one girl on her badness.

Case 125.- Boy 13, I.Q. 59. He was very mean to his classmates. Very few liked him. He was very unruly, and impudent. Because of his low ability he was placed in a special school.

Case 126. Boy 15. Truant. He would stay out with the permission of his mother, although he stayed out because he wished to. He would often stay out late at night. He was placed in Riverview Home because of his truancy.

Case 127.- Girl 14. She was incorrigible and peculiar. She was given a mental examination. She was found to be Psychopathic, so was sent to the Insane Hospital.

Case 128.- ~~Boy 12~~. He was a neighborhood nuisance. The family

was on relief. He was involved in a number of fighting scraps. He roamed the streets until late at night. The Juvenile Officer warned him he would be sent to Riverview Home if he did not behave.

Case 129.- Boy 16. He was sent to Riverview Home for constant truancy.

Case 130.- Boy 10. He was threatened by the Juvenile Court he would be placed in Riverview Home if he continued being truant. Because of domestic troubles in the home, he was sent to his grandmother's.

Case 131.- Boy 14. He was suspended from school for truancy. His teacher termed him as a bad boy with a weak mind. The father is a policeman and had little time for his children. The boy was transferred to another school, but he showed no improvement. His teachers of both schools were weak disciplinarians. He and another boy, with two girls, were truant all day. He needed constant correction. He was shifty-eyed.

Case 132.- Boy 15. Quite a problem at home and at school. He told the teacher his father wished her not to hit him or his nose would bleed. This proved a falsehood. All four children of the family were quarrelsome and rude to their teacher. They were sent home and not reinstated until the father promised cooperation. He stole a bill fold but there was nothing in it. He was placed in the custody of the Juvenile Court.

Case 133.- Boy 14. He was sent to Riverview Home for stealing coal at the coal yards.

Case 134. and 135.- Two 11 and 12 runaways. They were caught smoking near the school grounds. They were such a neighborhood nuisance, the family was ordered to move. They seemed to lack guidance at home. The oldest was placed in Riverview Home.

Case 136.- Boy 13. 8B Grade. He disliked school. The mother was of a naggy disposition. She expected him to come and go at a certain time, and with little consideration. She wished him to take part in religious activities of their church. All of this grew irksome to the boy. The home environment was very poor. The family moved several times during the year. The mother is a Psychopathic,

and should be removed from the boy. He was capable of doing good work in school, but the home influences were too bad for his progress.

Case 137.- Boy 13. He was member of a large family of ten. The father was a day laborer. The mother worked when she could. His truancy due to lack of clothing. Regardless of the financial conditions of the home, he seemed to always have show money. The home conditions were terrible. He was always rummaging through "junk" to find something he might sell.

Case 138.- Boy 14, I.Q. 120. He was a freshman in high school. He was a foster child. Environmental conditions were poor. The mother's illegitimate sister was so annoying to the boy, he created an emotional complex. He was kept under close guidance by the school.

Case 139.- Boy 15. He stole five dollars from his teacher, and burried it in a car. He bought several things with part of it. The attendance officer found most of the money. The mother paid the rest.

Case 140.- Boy 15. The principal said he was insolent, lazy, and unkept. He did very poor work. He was guilty of vulgar talk and obscene actions. The mother promised cooperation.

Case 141.- Boy 15. He robbed the ten cent stores. The Juvenile Court threatened to send him to Riverview Home. He would not be cooperative if nagged. He needed appraisal instead. He would yell in the nursery room, causing a disturbance.

Case 142.- Boy 15. He was incorrigible at home and at school. Both parents worked out, so he roamed the streets with his bad companions. He was often found in questionable places. Although he had the ability, he continued to fail in his work. The teachers promised to help him.

Case 143.- Girl 12. The mother is dead. The father was too morally low for the girl to stay with him, so the Juvenile Court placed her in a foster home. She was dissatisfied at this home. The girl would slip out to a friend's home, and stay so late she would have to be brought home. The Juvenile Officer threatened to place her in Riverview Home.



Case 144.- Girl 14. Both parents are dead. She was placed in a foster home. When she was left alone she would start trouble with the two other children of the family. She was very slow in school, and impudent to her teacher. She was always contentious in the home and at school. She was a ring leader of many delinquent acts.

Case 145.- Boy 12. Both parents had to work to help make a living. He was left to get up when he wished. He was almost constantly tardy. He would loiter around the school building. The school grounds were the meeting place for him and his gang. Some times they would run the streets, and at other times go to the movies. They were put out of the show several times because of their conduct. The Juvenile Court placed him at Riverview Home for truancy.

Case 146.- Boy 13. Associated with bad companions. He was incorrigible in school. His parents did not try to control him. They were uncooperative with the school. The Juvenile Officer threatened to send him to Riverview Home if he did not change his attitude.

# Key to symbols

- \* Not given or indicated and incomplete
- No. Number
- Ma. Male
- Fe. Female
- Mo. Mother
- Fa. Father
- Gu. Guardian
- P. Poor
- Br. Broken
- unbr. unbroken
- Neg. Neglect
- l.o.f.c. Lack of control
- un. unche
- Br. Grandparents
- M. Mental
- P. Physical
- ✓ given or indicated
- Negative
- + Positive
- g. P. questionable Places
- Mo. Movies
- R.S. Runstreets
- I.Q. intelligence quotient
- L.M. low mentality
- P.N. Psychoneurotic
- P.P. Psychopathic
- C.I. constitutionally inferior
- Hast-Hastings
- des. Deserted

# PART I

## CAUSES OF DELINQUENCY

### of 146 SCHOOL CHILDREN-1935-1936

Causes of Delinquency	
Sociological	Psychological
HOME	SCHOOL
	Physical

Case No.	Sex	Age	Grade	Parentage		Guardianship	Employment		Economic conditions	parental Relationship	Parental Neglect and lack of control	Bad Influences	Mental and Physical Handicap	Environmental conditions	Teacher's Attitude	Teacher's Ability	Principal's Attitude	parent's Attitude	Recreation	Mental Abnormality	Sexual Misbehavior	Diseases	Defects
				Mo.	Fa.		Mo.	Fa.															

1.	Fe.	16	✓	✓	day work	when can	Yes	P.	unbr.	Neg. Lach.		✓								
2.	Ma.	14	8B	✓	✓	*	*	P.	unbr.		Parents aid.	✓					✓			
3.	Ma.	15		dead	✓	Gr.		Yes	P.	Br.	Neg.	✓	-	-	-					
4.	Ma.	14		✓	dead			day work	P.	Br.		✓								
5.	Ma.	13		✓	dead			*	*	P.	Br.	Neg.	✓							
6.	Ma.	14	9A	✓	✓			Yes	P.	unbr.	Neg	✓								
7.	Ma.	15		dead	✓	Gr.	*	*	P.	Broken		✓								
8.	Ma.	15		✓	✓			day work	W.P.A.	P.	unbr.	Neg. L. of C.	Parents Aid	✓						
9.	Ma.	13	8A	✓		Step Fa.	Day work	Yes		Broken	Neg. L. of C.	✓								
10.	Ma.	16		dead	✓	Br.		Yes	P.	Broken	Neg	Drunk uncle	M.	✓		-	-	1.8. 86		
11.	Ma.	14		✓	✓	*	*		P.	unbr.	Neg. L. of C.		M. P.	✓				C.I.		
12.	Ma.	15		*	*	*	*			*						-	-			
13.	Ma.	13	3A.	✓	in Hast			W.P.A.		Broken			M.			-		1.8. 70		
14.	Ma.	15	10A	✓	✓	Gr.	*	*		unbroken		✓						✓		
15.	Ma.	13		separated	✓			*	*	P.	Broken		Mother aids	M.				1.8. 85		
16.	Ma.	14		✓	✓	*	*			unbr.			Mother spoils			-	-	-	-	
17.	Ma.	11		✓	✓			on Rehe sp		unbr.		✓	Fu. Drunk			-	-	-	Mo. 1.8.	
18.	Ma.	10		✓	✓	*	*		Ef.	unbr.			M.			+	+	+	1.8. 68	
19.	Ma.	7	2	✓	dead			W.P.A.		Broken	Neg.	older sister aid							Tau. Mou.	
20.	Ma.	7		✓	✓	*	*		P.	unbr.	Neg. L. of C.		M.	✓					Rua St. C.I.	
21.	Ma.	9		✓	✓			Day work		P.	unbr.	Neg	Fa. Or. Date	M. P.	✓				1.8. 60	H.
22.	Ma.	13		✓	in Hast	*	*		P.	broken	Neg	insan city	M.	✓					1.8. 46	
23.	Ma.	13		✓	*	*	*			*			Mo. spoil aid	M. P.	✓				Psy. Path.	inf. ury
24.	Fe.	14		✓	*	*	*			*				M.					Psy. Path.	
25.	Ma.	16	7	✓	dead	*	*			Broken				M.					Psy.	

26. Fe 11 2B	✓ *	* *	*	Mother excite.	M	✓	Psy Nes
27. Fe. 14	✓ *	* *	*	lose.	Mo. M.	✓	Psy. Nes.
28. Ma. 13	✓ *	* *	P. *	hife.	Mother spoils	P. ✓	C.I. ✓ Chorea
29. Ma 13	✓ ✓	* *	unbr.	lose.	Father Nes.	✓	✓
30. Ma. 15 5A	✓ ✓	* *	unbr.	lose. Nes.	Father	M. ✓	B.P. Mou St. Du
31. Ma 11	✓ ✓	* *	P. unbr.	Nes.	Mother	✓	
32. Fe. 16	✓ *	Yes *	Yes P. *	hife.	Mother	✓	✓
33. Ma 14	✓ ✓	* *	unbr.	lose.		✓	- - ✓
34. Fe. 15	dead ✓	Yes	Broken	Nes. lose.		✓	B.P. ✓
35. Fe. 17 8A	* *	* *	*	Cousin		✓	✓
36. Ma 15	✓ dead	*	Broken	Nes	Mother	M. P. ✓	Rua St. 18 63 ✓ Nes
37. Ma 16	* *	* *	Yes	*	lose.	M. P. ✓	Mou 18 60 H. V.
38. Fe. 8	✓ *	* *	*	Nes		M. P. ✓	- C.I. ✓ H.
39. Ma 10	✓ ✓	Rua Fook Held	unbr.			P. ✓	✓ Em. Fats. E.O. S. 18 63
40. Ma 15 8A	* *	* *	P. *			P. ✓	
41. Ma. 11	✓ elsewhere	B.O. work elsewhere	P. Bro.			P. ✓	C.I. S.S.
42. Fe. 15 10	✓ dead	day work	P. Broken			✓ +	
43. Ma. 14 9	* *	* *	*			✓	
44. Ma. 14	✓ ✓	Yes Yes	unbr.	Nes hife.		✓	✓
45. Ma. 14	dead ✓	Step Mo.	* *	P. Bro.	Nes		
46. Fe 16	✓ ✓	Yes	unbr.	lose.		✓	✓
47. Ma. 13	✓ ✓	* *	unbr.	lose.		✓	- Mou Raz St.
48. Fe. 16	✓ ✓	* *	Help old 6335.	unbr.	lose.	✓	✓
49. Ma. 13	✓ *	* *	P. *	lose			
50. Fe 15	✓ ✓	* *	unbr.			✓ -	Mou.

51. Ma 13	✓	✓	* *	* *	Bro	M. ✓	-	Sts. 1.2. Pats 7)
52. Ma 12	* *	* *	* *	* *	*			Mou.
53. Fe. 12	✓	✓	* *	* *	unbr. Neg.	✓		
54. Ma 16	✓	✓	* *	* *	P. unbr.	✓		
55. Ma 11 3	* *	* *	* *	* *	*			
56. Ma 15 5	* *	* *	* *	* *	P. *	✓		
57. Ma 11 3	✓	✓	* *	* *	P. unbr. Neg h. 7e			
58. Ma 12 4	✓	✓	* *	* *	P. unbr. Neg h. 7e	✓		
59. Ma 11	* *	* *	* *	* *	P. *			
60. Ma 14 6	* *	* *	* *	* *	P. *			✓
61. Ma 10 4	* *	* *	* *	* *	P. *	✓		
62. Ma 8 2	* *	* *	* *	* *	*			✓
63. Ma 16 9A	* *	* *	* *	* *	P. *	✓		8.P.
64. Fe 8	* *	* *	* *	* *	* Neg	✓		Mou.
65. Ma 15	✓	✓	* *	* *	unbr.	Mother 8ppts h. 7e M. ✓	-	1.2. 71
66. Ma 11 5B	✓	✓	* *	* *	unbr. h. 7e.			+ Mou.
67. Ma 15	✓	✓ (des)	yes	yes	P. Broken Neg.	✓		
68. Ma 14 <sup>un</sup> 274	✓	* *	* *	* *	*	✓		-
69. Ma 12	* *	* *	* *	* *	*			-
70. Ma 14	* *	* *	* *	* *	*	M.		1.2. 69
71. Ma 16	✓	✓	* *	* *	P. unbr.			
72. Fe. 15	✓	* *	* *	* *	* lose.	✓		- ✓
73. Ma 15	* *	* *	* *	* *	P. *	✓		
74. Ma 11	* *	* *	* *	* *	P. *	✓		
75. Ma 15 9B	* *	* *	* *	* *	*			-

101.	Steak, go with older men		
102.	<sup>Bad influence</sup> go with older Men, Steak		
103.	Obscene Actions	Constantly watched	Placed in good Shepherd's Home.
104.	Fight, Generally Bad		
105.	Stealing		turned over to Juvenile Court
106.	Stealing		Sent to detention Home, Sent to Kearney
107.	Stay out late		
108.	incorrigible		
109.	Run away		Placed in Riverview Home
110.	Truancy	Special School	Placed in care of Juvenile Court
111.	Truant, Slip off, obstreperous		Sent to Kearney
112.	Stealing		Placed in care of Juvenile Court
113.	Stealing		Placed in care of Juvenile Court
114.	Stealing		Placed in care of Juvenile Court
115.	Stealing, Truancy		Placed in Riverview
116.	Stealing, Truancy, incorrigible		Placed in Riverview
117.	Obstreperous		sent to Beatrice for Feeble Minded.
118.	Runaway truant		Placed in custody of Juvenile Court
119.	steak, defiant fight, injure school property		Placed under close supervision
120.	Truant, incorrigible		Allowed stay home, under close supervision
121.	Stealing		Placed in Riverview
122.	steak, runaway, incorrigible, use profane language		Placed in Riverview
123.	Incorrigible		Placed in Riverview
124.	Truant		placed in Riverview Case worker improve home.
125.	Mean	Placed in Special School	
126.	Truant, Stay out late		Placed in Riverview
127.	Incorrigible Peculiar		sent to insane hospital.
128.	Stay out late, Roam streets, Neighborhood Nuisance		Threat of Riverview
129.	Truancy		Placed in Riverview
130.	Truancy		Threat of Kearney
131.	Truant, Sexual Misbehavior	Transferred to another school	
132.	lie, quarrel some, Steak		Placed in custody of Juvenile Court
133.	Stealing		Placed in Riverview Home
134.	Runaway Neighborhood Nuisance		
135.	Runaway Neighborhood Nuisance		Placed in Riverview Home
136.	Disagreeable, Dislike school		found mother and boy should be separated
137.	Truancy Frequent Movies		
138.	Emotional Complex	School Guidance	
139.	steak		
140.	insolent, vulgarity, obscene actions		
141.	steak, school disturber	Given appraisal instead of nagged.	Threat of Riverview Home.
142.	Incorrigible, Attend guest ion at home	Teacher Cooperated	
143.	Runaway		Threat of Riverview Placed in foster Home
144.	General trouble Maker Ring leader		
145.	Roam streets, tardy, truant General Misconduct, Attend Movies		Placed in Riverview
146.	Incorrigible		Threat of Riverview

## SUMMARY OF ACTS

76	Ma. 11	1	* *	* *	*	M.			1.2. 68	✓
77.	Ma. 14		✓ ✓	* *	unbr. L.9c.		✓			
78.	Ma. 14		✓ ✓	Yes Yes	unbr. Neg L.9c.		✓			
79.	Fe. 15		✓ ✓	* *	P. unbr.		✓			✓
80.	Ma. 14		✓ *	* *	* L.9c.		✓			✓
81.	Ma 11		* *	* *	*	M. P.			C.I.	Phy. Hex.
82.	Ma. 15		✓ ✓	* *	unbr. L.9c.					
83.	Ma. 14		* *	* *	P. * L.9c.	P.	✓			see below
84.	Ma. 14		✓ ✓	* *	unbr. L.9c.		✓	-		
85.	Ma. 14		✓ ✓	* *	unbr. L.9c.		✓			
86.	Ma 13		* *	* *	P. *					
87.	Fe. 10	3A	✓ *	* *	*	M		+	1.2. 76	
88.	Ma. 14		✓ (des)	* *	Broken L.9c.	M	✓		1.2. 60	
89.	Ma. 14		* *	* *	P. *	M			1.2. 78	
90.	Ma. 12	1A	* *	* *	*	M			1.2. 82	
91.	Ma. 8		✓ (des) Au.	* *	Broken L.9c.		✓			
92.	Ma. 13		✓ ✓	irreg. work	P. unbr. Neg.					
93.	Ma. 13		✓ ✓	* *	unbr.		✓	-		
94.	Ma. 11		✓ ✓	* *	unbr.		✓	- - - -		
95.	Ma. 15		* *	* *	*					
96.	Ma. 13	1A	* *	* *	*	M			1.2. 42	
97.	Ma. 16		* *	* *	*					
98.	Ma. 10		✓ ✓	* *	unbr.		✓			
99.	Ma 8	3B	✓ ✓	* *	unbr. L.9c.				+ Per. Def.	Per. Def.
100	Ma 16		* *	Au. * *	Broken	M			+ Per. Def.	Per. Def.

126.	Ma. 15	✓	*	*	*	*								
127.	Fe. 11	*	*	*	*	*		M					Psx. Park.	
128.	Ma. 12	*	*	on Relief	P.	*	Loft.		✓				Roan St.	
129.	Ma. 16	*	*	*	*	*								
130.	Ma. 10	✓	✓	Br.	*	*	unbr.		✓					
131.	Ma. 14	*	✓	*	*	*	Nez.			-				✓
132.	Ma. 15	✓	✓	*	*	*	unbr.		✓			-		
133.	Ma. 14	*	*	*	*	*								
134.	Ma. 11	✓	✓	*	*	*	unbr. Nez		✓					
135.	Ma. 12	✓	✓	*	*	*	unbr. Nez		✓					
136.	Ma. 13	BB	✓	✓	*	*	P. unbr.	Mo.	✓					
137.	Ma. 13	✓	✓	Yes	day labor	P.	unbr.		✓				Mo.	
138.	Ma. 14			foster parents	*	*	P. Bro.		✓					
139.	Ma. 15	✓	*	*	*	*	P.	*						
140.	Ma. 15	✓	*	*	*	*	Nez					+		✓
141.	Ma. 15	*	*	*	*	*								
142.	Ma. 15	✓	✓	Yes	Yes	*	unbr.		✓	+			g.p.	
143.	Fe. 12	dead	✓	*	*	*	Broken		✓					
144.	Fe. 14	dead	dead	F.P.	*	*	Broken	M.					slow left.	
145.	Ma. 12	✓	✓	Yes	Yes	*	unbr. Nez						St. Mo.	
146.	Ma. 13	✓	✓	*	*	*	unbr. Nez h.c.c.							

146	Ma. 121	86	68	17	23 employ ed and 3 on Relief	5	56 P. 107	Br. 27 unbr. 53	66	24	35	86	12	15	7	19	18	38	23	8	3
	Fe. 25							incomplete or not given 866						9-3+	6-1+						



CHART

PART-I

CHART

PART-II

# PART II

DELINQUENT ACTS OF 146 SCHOOL CHILDREN and SCHOOL and JUVENILE COURT PROCEDURES USED

Delinquent Acts	SCHOOL and JUVENILE COURT PROCEDURES USED	
	SCHOOL	JUVENILE COURT

26.	tear up notes to parents Meant to smother children lie		
27.	Restless, wander off		Given treatment at behavior clinic
28.	constant disturber, profane language, sneak, truant hit	Placed under special instructor in Reading	Placed in Riverview Behavior Clinic, close contact
29.	Advance to girls Attempt to stab with knives, Notebooks, chase with knives, offensive to girls		
30.	Attend questionable places, Run streets, truant, draw knife, fight, twist arm	Placed in Special Room	
31.	Wrong Attitude		Placed in foster Home
32.	did as please, come home late, went with older men, bad influence	Placed in Continuation School	
33.	did as please, rude, disrespect, huh, d's courteous, Advance to girls	Placed in school of Individual Instruction	
34.	Run around with older men stay out late, out per mission, Attend questionable places	Placed in Continuation School	Placed in custody of Juvenile Court & later Riverview Home
35.	Shipped off from school with older men, defiant		
36.	sexual relationship, offensive to girls, Run streets with bad companions		went to Medical clinic for Syphilis
37.	Frequent Movies	Placed in Special School	
38.	Disrespectful, Stubborn	Placed in another room	
39.	Offensive to girls		Sound environment need improve
40.	Steak		Placed in Riverview
41.	Steak Run away		Placed in care of child Welfare Assoc.
42.	Steak	Advisor secured a job for her	
43.	Stayed to himself	Advisor placed him on debate	
44.	Room streets, sexual Misbehavior		Placed in Riverview for general Misbehavior
45.	Stealing		Placed in care of Juvenile Court
46.	truant stay out late with older men		Placed in Riverview to be sent to Geneva
47.	truant runaway, attend Movies Run the streets		sent to <del>an</del> uncle in Iowa
48.	Run around with older men, Refused to go to school		
49.	Stealing		Placed in Riverview
50.	Truant, frequent Movies		
51.	Class disturber Run streets	Placed under another <sup>teacher</sup>	
52.	stay out late, frequent Movies, lie		
53.	Run away from school stay out late		
54.	steak, classroom disturber		Placed in Riverview Home for Stealing
55.	Incorrigible		Placed in Emmanuel DeLeoness Home
56.	Stealing		
57.	Generakly bad		case worker tried to help family
58.	Generakly bad		case worker tried to help family
59.	Steak		sent to Kearney
60.	Expose self to girls, use <del>sent to Kearney</del> South language		Placed in foster Home
61.	Steak, truant		Case work
62.	familiar with girls		
63.	Run streets, went to questionable places		
64.	Truant, Attend Movies		Placed in care of Juvenile Court
65.	Did not accept correction	Placed under special instructor	
66.	Abuse Mother's swear, truant, Attend Movies	Got parent's cooperation	
67.	steak, stay out late at night	Placed in Continuation School	Placed in Riverview Home for Stealing
68.	lazy, impudent, constant disturber		
69.	Constant disturber in classroom	Placed under another teacher and on school paper	
70.	Truant, fight		Placed in Riverview Home for Truancy
71.	Stealing		Placed in Riverview Threat of Kearney
72.	Truant, went with older men		
73.	Truant, Run around, Steak		Placed in Riverview for Stealing
74.	Steak		
75.	Obstreperous	Placed under another	

1.	Class-Room disturber, Make general Nuisance of Sect	Placed in Continuation School	
2.	Steak, lie, use profane language, obscene actions		Placed in Riverview Sent to Kearney
3.	Truant Runaway, school disturber, general misconduct	Allowed to discontinue until September	
4.	Steak, Runaway	Teacher Cooperate	
5.	Steak		Placed in Riverview Sent to Grandparents
6.	Steak		Placed in Riverview Sent to an uncle.
7.	Steak Associate with bad Company	Placed in Special Grade	
8.	Steak Truant		Placed in Riverview Sent to Kearney
9.	Steak trouble some, Non-responsive to teachers		Placed in Riverview sent to an uncle.
10.	Destroy property, fight, Steak, gang leader, Truant		Placed in Riverview
11.	Incorrigible		Diagnosed by Doctor
12.	Inolent, vicious, disobedient, Noisy, Sneer		Placed in Riverview Threat of Kearney
13.	Fight, Destroy fellow pupil's paper, set fire to paper behind radiator, Shipped out of Room to basement	Placed in another Room	Threat of Riverview Home.
14.	Steak, indecent exposure to girls, fight, Car provoking		Placed in Riverview Threat of Kearney
15.	Steak		
16.	Did as please, argued, disobedient, trouble some on school ground	Conference with father entered under another teacher	
17.	Steak, Shipped off from School	Transferred to another School	Placed in Riverview for Stealing
18.	Runaway from School	Placed in school of Individual Instruction	Has him remain at home under close supervision
19.	Truant, frequent Movies and taverns		
20.	Run streets, Lost temper, destroy property, fight, did as please		Placed in care of Juvenile Court, Super.
21.	Steak, House provoking	Recommended to principal to Beatrice's room	Given physical Exam. Placed in Riverview
22.	Run the neighborhood, destroy property, Steak, general disturber	let stay home, because of low Mentality	Sent to Beatrice
23.	Truant Vicious Acts		Placed in care of behavior clinic.
24.	Vicious Acts		Advised parents keep her home because of mental condition
25.	Vicious Acts		

1. Generally bad -- 107.

2. Steal -- -- -- 53.

3. Truancy -- -- -- 37.

4. Serious Misbehavior - 23

5. Wrong type Recreation - 18

6. Runaway -- -- -- 17

7. Did as please -- 17.

8. Generally Mean -- 14

9. Unsocial -- -- -- 13

76.	wrong association with young children, car prowling	Placed in Special School	Placed in Riverview for car prowling
77.	truant, disobedient, stay out late		threat of Riverview
78.	Generally Mean		
79.	Truant, sneak, going riding with boys	Advisor secured job for her	
80.	Run away		
81.	fight		allowed to stay home under close supervision
82.	loiter, a bad influence		Sent to Kearney
83.	Habitual Runaway Steak		Placed in Riverview Sent to Medical Clinic
84.	Truant, wrong attitude		ordered teacher to take him
85.	Associate with bad companions, Truant, Stay out late		
86.	stealing		Placed in father Thannigan's Home
87.	Choose wrong companions Troublesome	Placed in another School	
88.	Uncontrollable	Placed in Special Room	Placed in father Thannigan's Home
89.	Stealing		Placed in care of Juvenile Court
90.	Constantly troublesome	Placed in special school	
91.	stay up late, uncontrollable		
92.	Steak		Placed in Riverview Home
93.	Troublesome	sent back to other school	
94.	Impudent, disrespectful		
95.	Steak	Placed in another school	
96.	Obstreperous	Allowed to stay home	
97.	Truant		Placed in Riverview
98.	Truant, General Nuisance		Threat of Kearney Placed in Foster Home
99.	Truant, incorrigible	Got Parent's cooperation	99999
100.	Run away, lie	Principal suggest Examination but it was not given	

102	Fe. 15	*	*	*	*	P.	*		✓		✓	
102	Fe. 16	*	*	*	*	P.	*		✓		✓	
103	Ma. 15	*	*	*	*		*	M			1.2. 69 ✓	
104	Ma. 15	✓	*	*	*		*			- +		
105	Ma. 12	*	*	*	*	P.	*					
106	Ma. 13	*	*	*	*	P.	*		✓			
107	Ma 15	7B	*	*	Br.	*	*	Broken h.ose.	✓			
108	Ma. 11	✓	*	*	*	P.	*	Mother 7.M.	✓			
109	Ma. 12	*	*	*	*		*		✓			
110	Ma. 15	*	*	*	*	P.	*	h.ose.	✓			
111	Ma. 15	*	✓	*	*		*	h.ose.				
112	Ma. 10	✓	✓	*	*		unbr.	Nez h.ose.				
113	Ma. 12	✓	✓	*	*		unbr.	Nez h.ose.				
114	Ma. 14	✓	✓	*	*		unbr.	Nez h.ose.				
115	Ma 11	*	*	*	*		*	h.ose.				
116	Fe. 15	✓	✓	Br.	*	*	P.	Broken h.ose.	✓			
117	Ma. 12	1A	✓	✓	*	*		unbr.	M	✓	1.2. 46	
118	Fe. 15	*	*	Br.	*	*		Broken Nez.	✓			
119	Ma 11	3A	*	*	*	*	P.	*	✓	- -		
120	Ma 12	*	*	*	*		*	h.ose.	M	✓	1.3 56	
121	MA. 10	✓	✓	on relief			P.	unbr.				
122	Ma. 8	*	*	*	*	P.	*		✓			
123	Ma. 15	9A	*	*	*	*		*	h.ose.	M	-	Low Men.
124	Fe. 16	*	*	*	*	P.	*	Nez older sister	✓			
125	Ma 13	*	*	*	*		*		M		1.2. 56	