

Heading Off Crime

At the Source

COPY

The Juvenile Problem in King County, Washington
And Its Solution by Community Action

A Handbook for Coordinating Council Workers and
All Leaders of Youth

Prepared under the direction of WM. G. LONG, Superior Court
Judge, in charge of the Juvenile Court, and a Joint Committee
of the Lions Clubs of Seattle

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1936

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PREFACE

The Coordinating Council Plan for the prevention of delinquency is now assuming national importance. At the present time eighteen states have adopted the program and others are rapidly falling in line as soon as organizations can be perfected. Leaders of various communities are becoming interested in studying the recreational, social and religious opportunities as they affect the welfare and guidance of boys and girls. Criminal careers usually start in the early years of youth and many of these problems can be adjusted and corrected through the united efforts of the various agencies within a community. This booklet, prepared by the Probation Department of King County and under the direction of Juvenile Judge Wm. G. Long, attempts to outline how Coordinating Councils may be formed, organized, and perfected with suggestions as to what may be accomplished through community action. Text of this booklet first appeared in a series of articles written by Judge Long for The Argus and The Argus has rendered valuable assistance in making publication of this booklet possible.

The Lions Clubs of Seattle, always interested in child welfare and civic betterment, have undertaken the publication of this booklet in order that individuals and communities throughout the state may be correctly informed regarding the importance and value of the Coordinating Council movement. A nominal charge of ten cents per copy is made. Funds obtained through this source will be used for future publications.

It is the hope of these Lions Clubs that this booklet will find its way into every town and city in the state and that our efforts to aid in this worthy endeavor will find its reward in the stimulation of adult interest toward aiding boys and girls who need mature help and guidance. This challenge falls upon every community. It is a local problem and can only be solved through interested leaders marshalling their forces and resources in the study of child welfare needs.

Service clubs, veteran organizations, parent and teacher organizations and others, have already gone on record favoring the Coordinating Council Plan. This booklet will bring to these organizations and many other groups authentic information in clear concise readable form so that they too may lend their support and aid in organizing and fostering community action destined to aid in the prevention of juvenile delinquency.

Copies of this booklet may be obtained by addressing Mr. A. B. Lund, Lions District Secretary, Room 101, County-City Building, Seattle, Washington, or through Judge Wm. G. Long, Probation Department, 200 Broadway, Seattle, Wash.

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HEADING OFF CRIME AT THE SOURCE THROUGH COORDINATING COUNCILS

By Wm. G. Long, Superior Court Judge in Charge of the Juvenile Court

Youth Leads Crime Procession

Our nation is being attacked today by an army from within that is far more dangerous than any foreign foe now on the horizon.

In the last fifty years our prison population has increased at a rate approximately four times greater than the rate of increase of our general population. It has increased fifty per cent in the last six years.

The situation is further aggravated by the fact that, whereas the average age of the convicted criminal fifty years ago was thirty-one, now it is twenty-three or less. Today boys of nineteen years of age commit more crimes than any other age group. A large proportion of adult criminals first manifested delinquent behavior in childhood. If this trend continues, the utter demoralization of our national life is merely a matter of time.

What can be done to halt this forward march of crime? We can strengthen our policing agencies, tighten our laws, improve court procedure, and generally concern ourselves with the problems of suppressing the finished criminals, but such measures alone do not cure crime. Its roots go back into the community and the home. The authorities all agree that prevention, not reformation, is the most effective way of exterminating the evil.

James A. Johnson, warden of U. S. penitentiary at Alcatraz, expresses his opinion as follows:

"But when all is said and done, the finest prison we can build will stand as a monument to neglected youth."

Lewis E. Lawes, whose opinion is based upon thirty years' experience among criminals, with fifteen years as warden of Sing Sing Prison, states:

"More youths are being sent today to our prisons than ever before. In my opinion much of this juvenile delinquency could have been avoided by proper environment and training. If more attention were paid to the youth of our country,

there would be less need in the years to come to be seriously concerned with any crime problem."

Virtually every authority on the subject of crime agrees with Warden Lawes.

Splendid work is being done in crime prevention by various individuals, governmental departments, courts, churches, schools, Parent-Teacher Associations, civic and service groups, veterans, social welfare agencies, character-building organizations, and others. But notwithstanding all of the valuable accomplishments of these various agencies pursuing their individual programs, the tide of crime rolls on.

Coordinating Council Plan Generally Approved

What, then, is the most effective method of getting to the roots of the evil? Thus far, the Coordinating Council Plan of community action seems to be the answer. In 1933 the Committee on Crime Prevention of the American Prison Association reported as follows:

"Our committee believes that there is no other single step that would be proposed, or that could be put into operation, that would be as far-reaching and as quickly beneficial as the widespread use of the Coordinating Council. It need not require additional appropriations. It requires only the systematizing and the coordinating of work already being attempted."

In 1934 the Subcommittee on Crime in the United States Senate, headed by Royal S. Copeland, recommended that "A voluntary coordinating committee should be organized in each community."

In December, 1934, a conference, called by the Attorney General of the United States, meeting at Washington to discuss the problems of crime, adopted a resolution endorsing the idea of Coordinating Councils as agencies for crime prevention throughout the country, as follows:

"The conference recognizes that crimi-

nal careers usually originate in the early years of neglected childhood, and that the most fundamental and hopeful measures of crime prevention are those directed toward discovering the underlying factors in the delinquency of children, and strengthening and coordinating the resources of the home, the school and the community for child training and child guidance. It commends the progress that has been made in certain states and localities in drawing together through such agencies as coordinating councils all available local forces to combat unwholesome influences upon youth. It urges state and national leadership through appropriate governmental and voluntary organizations, in fostering the development of these coordinating agencies, the provision of constructive educational, vocational and recreational opportunities for youth, and the provision of competent, skilled service to children in need of guidance and correction."

What Is a Coordinating Council?

A coordinating council is a group composed of representatives of all public offices and agencies or groups in a community concerned with the problems of children. It is an instrument through which they can exert their united forces in studying the problems of the community, in removing those factors which tend to cause delinquency, and in strengthening those factors which tend to prevent delinquency. The plan was first tried out in Berkeley, California, in 1919 and was the outgrowth of close cooperation between Chief of Police August Vollmer, Virgil E. Dickson of the Berkeley School Department, and others interested in child welfare in that city.

The movement has gradually expanded until now approximately eighteen states have adopted it, including our own state. Pierce and Whatcom counties are establishing councils. Recently, the county commissioners of King county provided funds for a full-time coordinator who will assist the various communities in organ-

izing and maintaining such councils under the direction of the Juvenile Court.

King County Form

In King county, the high school district has been adopted as the unit of organization. However, in certain instances, on account of geographical or other factors, larger or smaller districts may be found advisable. These community councils will be represented on a "County Coordinating Council Advisory Board", which will be composed of representatives from the State Highway Patrol, Division of Child Welfare of the State Department of Welfare, other state, county and city offices concerned with child welfare, county and city schools, the courts, parent-teacher associations, churches, veterans' organizations, welfare agencies, women's clubs, service groups, and all other organizations concerned with the common problem. The Advisory Board will deal largely with county and city problems generally, and the local councils will deal with local community situations. The coordinator, under the direction of the Juvenile Court, will be the contact man between the various councils, the Advisory Board and the court.

Actual Results

Coordinating councils in actual operation have succeeded in accomplishing the following results.

1. Have awakened the consciousness of various organizations to the problems at their door;
2. Have helped parents and the people of the community to see that they have a definite responsibility in preventing delinquency;
3. Have helped parents and teachers to look for the contributing causes of delinquency, thus facilitating diagnosis and remedial procedure;
4. Character-building agencies have been brought out into the foreground with more effective programs, and the communities have been made more aware

"While working in connection with Region Twelve Office of Boy Scouts of America I had the opportunity to follow closely the excellent results obtained through the Coordinating Council Plan in reducing juvenile delinquency in Los Angeles County. It was amazing how quickly the total cases referred to the Juvenile Court were reduced following the organization of a Coordinating Council in a given district."—Edward L. Curtis, Regional Executive, Region Eleven, Boy Scouts of America.

of benefits to be received from such character-building agencies;

5. Have eliminated duplication by coordinating the work of all agencies in the prevention of delinquency;

6. Cases have reached agencies earlier, thus enabling earlier adjustment and treatment;

7. Better case work has been done by pooling information and by delegating the responsibility of carrying out the plan of treatment recommended;

8. Have enheartened police officials and given them support in law enforcement hitherto unknown;

9. Have, in actual case work with children, succeeded in reducing the number of court hearings and institutional placements;

10. The work of the coordinating councils has offered each agency an opportunity for self-evaluation and criticism and makes possible comparison of its work with the work of other agencies in similar fields;

11. A better understanding has been engendered between the agencies represented because of the council meetings;

12. Much valuable information concerning neighborhood resources and local problems has been secured through surveys and studies conducted by the local coordinating councils under the supervision of a central research committee;

13. Commendable freedom from arbitrary central control has tended to develop, in each community, local leadership and responsibility;

14. The general attitude toward child welfare has been improved;

15. Have provided adjustment committees of carefully selected personnel for the consideration of the problems of individual children, and through the work of such committees many cases have been handled satisfactorily that would have otherwise gone to court;

16. Have sponsored leadership training courses with all the character-building

organizations in the district participating. This has resulted in the organization of new character-building groups and has provided leadership for existing groups which otherwise would have had no leadership;

17. Extensive Hobby Club programs have been sponsored with many agencies participating, thus stimulating interest in constructive leisure-time activities;

18. Summer camps for under-privileged children have been sponsored and have been made possible through the cooperation of the various groups represented on the councils;

19. Community centers have been established through cooperative effort;

20. Recreational facilities have been improved;

21. Salacious literature, and other unlawful enterprises tending to contribute to the delinquency of children have been suppressed.

By actual experience it is now a demonstrated fact that difficult community problems of delinquency, with which no single group could cope, have been and can be solved by the united action of community forces operating through the coordinating council.

Local Communities Must Take the Initiative

It should be clearly understood that a coordinating council in any particular district is designed primarily to meet the local needs of that district through the united action of the people therein residing. While the Juvenile Court and Probation Department stand ready at all times to encourage and assist in every possible way the formation and operation of such councils, such participation cannot in any sense supplant community action. Therefore the impulse for the organization of such councils must come from the community itself.

It should also be remembered that every community is in a very real sense unique,

In 1919 the Union Club of Chicago started Chicago's first Boys Club in an old dance hall which was converted into a gymnasium. Rooms were provided with books and magazines. Other space was used for vocational activities. In the first year the arrests were decreased 41 per cent as compared with the previous year. The next year the arrests were reduced 56 per cent. Statistics prove that the average Chicago boy is thirty-five times more likely to get into trouble than a club product. Coordinating Councils can assist greatly in the formation of such clubs elsewhere.

and that modification of any general plan is often necessary to meet local needs. Accordingly, the plan outlined herein is submitted merely as a suggestion and does not purport to be an inflexible rule of procedure.

How to Form a Council

The following steps are suggested in the organization of a coordinating council:

Phase I

1. Some established local organization should take the initiative in its high school district (or community). Such organization should commit itself to the plan and should select a representative or committee to proceed.

2. Following such action there should be prepared by such representative or committee a list of ALL the groups or agencies in such district concerned with the welfare of children. Schools, Parent-Teacher Associations, religious groups, character-building agencies, welfare groups, veterans, women's clubs, community clubs, luncheon clubs, Police and Park departments, etc., would naturally be included. If desired, the Coordinator in the Probation Department of the Juvenile Court would gladly assist in the preparation of such list.

3. Upon completion of the list, each organization selected should be invited by letter to designate a representative to attend the organization meeting of the council. In case the group initiating the enterprise should prefer not to send these letters of invitation, the Court would be willing to do so.

4. At such meeting, the coordinating council plan should be carefully explained. If desired, the Court or its representative, the Coordinator, would assist in that regard.

Phase II

Officers

1. The council formed at such meeting should elect a president, vice-president, secretary-treasurer. The success of the council will depend largely upon the per-

son selected as president. His principal qualifications should be:

(a) Sincere belief in the theory of co-ordination as one of the most effective means of meeting the needs of the children of the community;

(b) A position in the community that commands respect and that guarantees that his leadership will be followed;

(c) A personality that inspires cooperation and does not antagonize even when opinions differ;

(d) Ability to give sufficient thought and time to the council to see that the real work is done by others;

(e) The more education, training and experience in community work, the better.

2. In a small council, for instance, in a rural district, where the community problems are comparatively few in number, and the council members can all work together effectively as a single committee, it might be possible to function without the creation of various committees which have proven advisable in larger groups. In such cases, individual members of the council might be delegated to handle specific matters, which, in larger councils could be handled effectively only through the activity of special committees.

Executive Committee

In a large council, however, an executive committee should be appointed to formulate policies, plan meetings in advance, and in general, carry on the work between council meetings. This committee should meet at least once a month. In order to prevent controversial subjects, or subjects outside the jurisdiction of the council, interfering with the effectiveness of the council, all new business should first be considered by the executive committee, or be recommended by some member of the executive committee.

Character Building Committee

A character-building committee is advisable, composed of representatives of the schools, churches, Boy Scouts, Girl Scouts, Campfire Girls, Park Dept., Li-

The habit of taking inventories and of making plans is well established in business organizations, but in the community there is too often no deliberate and systematic effort to evaluate the goals, the resources, the needs, and the possibilities of a community, and to make provision for orderly advance.—Selected.

brary, Y. M. C. A., Y. W. C. A., and other character-building organizations.

Its function is to see that the council district is adequately supplied with character-building groups and recreational facilities for both boys and girls, and that as many children as possible receive individual attention and planned programs throughout the year.

This committee should not organize new agencies, but it should see that the character-building needs of the community are referred to the proper organization for action and report.

Environment Committee

An environment committee within the council can be of great value to any council program. It should be composed of representatives of Parent-Teacher associations, Service clubs, Women's clubs, Veteran groups, churches, schools, other adult groups, and other institutions, or organizations interested in the welfare of children from the viewpoint of community or home environment.

Its function generally would be:

(a) To improve the community and home environments by study of the assets, liabilities and needs of the community; by counteracting or eliminating undesirable influences; by improving constructive influences; by a campaign of education to improve home environment and by strengthening the character-building programs.

(b) The Environment Committee does not assume responsibility for changing conditions; but does secure information regarding the needs of the community, and does see that this information and constructive plans are put in the hands of the organization best equipped to get the desired results.

(c) Having determined the needs and

having placed the information in the hands of the proper organizations, it should be the responsibility of this committee to lend assistance and backing to those organizations and to see that these projects are successfully carried through.

Adjustment Committee

In the handling of individual cases where children appear to be in danger of becoming delinquent, the adjustment committee in many instances can perform effective prevention work. It *does not* attempt to do case work. It *does* endeavor to ascertain the facts concerning the individual child, and then refers the matter to the agency or organization, or office best equipped to handle the case. These individual cases are *not* discussed by the council as a whole.

The membership of such committee should be composed of representatives of schools, police or other law-enforcement officers, case-work organizations, welfare agencies, and other professional agencies specializing in the problems of children.

Following the experience in other communities, which indicates that adjustment committees in each local council are probably not advisable, there has been created in Seattle one central adjustment committee to which cases from the various local councils may be referred. As the work expands, undoubtedly, district adjustment committees will become necessary in order to handle the load.

In view of the fact that the handling of any individual case is such a delicate and personal matter, any attempt on the part of any council to create a committee for such purpose should be pursued with extreme caution. It is deemed advisable that the details of this phase of council activity be worked out in consultation with the Coordinator.

"Finally, in conclusion, we might suggest that a reverence for God, comprised as it is of a regard for justice and the rights of others, and obedience to law, is the strongest of all influences in the prevention of crime. While church influence will never be as effective as home influence, yet religion can create and maintain a safe and normal home influence. Absence of religious influence in the home weakens the moral fibre of that home, loosens the standards of home life, and begets lack of parental control. Statistics show that crime has increased in proportion to the waning of religious influence in this country."—Excerpt from report of Committee of Superior Court Judges Association of the State of Washington on Survey of Our Penal System and Laws, 1932.

What a Council Can Do

In view of the fact that the local problems in any community are varied in character and constantly changing, it would be difficult to anticipate all possible situations that might merit the attention of a council, or to suggest all the possibilities for community action. Accordingly the following suggested activities are offered mainly for the purpose of stimulating community thinking concerning local community action.

When a group representing a broad cross-section of constructive forces undertakes the serious study of community needs, many possibilities will become apparent as time goes on. There will never be a dearth of commendable objectives.

Following are some of the possible objectives that may be appropriate for consideration:

1. A careful study of the local groups or organizations that may be available as resources of assistance. Intimate knowledge by each individual group of the identity, functions, facilities, and program of each of the other groups is of vital importance to intelligent coordinated endeavor.
2. A careful study of the local needs to be met, keeping in mind the available resources for the meeting of such needs—the purpose of the council being to coordinate community resources rather than to promote programs.
3. To arouse public opinion within a community to the importance of helping their children, and to make united requests to organizations and agencies already established to provide leadership and assistance in meeting community needs.
4. To carefully study the factors tending to cause delinquency, for instance, the sale of liquor, obscene literature, narcotics or other injurious matters; admission of children to places of amusement having doubtful reputations; the loitering of children about places of questionable character; gambling devices; neighborhood gangs; adults contributing to the delinquency of children.
5. To stimulate interest in, and support

of character-building agencies—church, school, and boys' and girls' organizations.

6. Encourage recreational programs such as playgrounds, swimming beaches, athletics, hikes, camps, backyard play equipment, and gardens.

7. Stimulate greater interest in health problems and mental hygiene.

8. Encourage supervised social activities of a community character, and dramatic opportunities.

9. Foster closer and more friendly relations with police and other law-enforcement agencies.

10. A map showing location of all character-building forces—churches, schools, Y. M. C. A., Scouts, Campfire groups, etc.

11. Location of playfields and recreational facilities including vacant lots capable of utilization for play groups.

12. A study of leisure time opportunities and facilities for organizing and promoting wholesome activities among the youth of the community.

13. A study of juvenile records found in local police station as to frequency, location, and type of delinquency.

14. A study of behavior or health problems affecting younger children who might later become delinquent cases.

15. A plan to stimulate greater use of library facilities, both public and school, in the reading of wholesome books and magazines.

16. To encourage greater church activity in organizing young people groups for social and recreational opportunities.

17. To study local ordinances relating to youth and recommending changes should faults exist.

18. To study effect of salacious literature, unwholesome pictures, and questionable advertising upon youth.

19. To encourage organization of adult leaders in parent education, home building and conduct, child care and family participation in home recreation.

20. To hold community gatherings to acquaint the public with youth problems, soliciting aid and help in correcting existing conditions.

21. To encourage older youth to help

"Approximately nine out of ten of delinquent children passing through the Juvenile Court never had any considerable amount of Church or Sunday School training. The Churches need the assistance of a Coordinating Council, and the Council needs the Churches."—Wm. G. Long.

organize and supervise younger groups needing leadership and help.

The foregoing items are only a few of the many objectives that may commend themselves to the earnest consideration of an alert community organized for action.

Caution!!

In every community, whether large or small, there are resources already available for use in the prevention of juvenile delinquency; and in every community these resources can be coordinated and utilized successfully in combating the problem of crime. Seventeen years of coordinating council development proves this statement beyond all shadow of doubt.

But we do not want to give the impression that this type of community organization is so simple that there are no difficulties involved, or that there are no obstacles to be overcome. Anyone at all familiar with community organization knows that in bringing together such a combination of officials, social workers, and private citizens and groups, there are many delicate situations to be encountered.

There is always the danger that persons fired with zeal for public service may become too ambitious for immediate or dramatic results, and when such results are not forthcoming as contemplated, there is a tendency for interest to bog down. It should always be remembered that mushroom-growth is not substantial.

Some times we expect too much of others and when they do not proceed as rapidly as we would like, impatience may impede the steady progress of the plan.

Unfortunately, personal ambition, and love of public acclaim, is sometimes so mixed with the laudable motives for public service that true cooperative effort is hindered. The major objective, the prevention of juvenile delinquency must transcend all thoughts of self.

There is always the danger that some person, either innocently or through design, may attempt to use the strength and

standing of the council for political purposes, or to promote some enterprise not related to the major objective of the council. Against such danger the council must ever be on guard.

The council should keep its organization set-up as simple as possible, recognizing that many of those interested are either very busy officials or are already contributing much time to volunteer service, and that to burden them with any excess of meetings or duties may make their participation impossible or interfere with their regular work which, after all, the council is seeking to stimulate and strengthen.

It should be remembered at all times that a coordinating council does not assume to set itself up as a new agency. Consequently, there is no necessity for the raising of funds except for the mere purpose of providing the incidental requirements for stationery and sending notices of meetings.

A very clear statement of "What a Young Coordinating Council Ought to Know" has been recently published by Mr. Kenneth S. Beam, field representative of the National Probation Association. This statement is worthy of careful consideration and is as follows:

"The coordinating council:

1. Does not take action that would commit or seem to commit member organizations to certain policies, but does recommend action to member organizations.
2. Does not become involved in local politics or allow itself to be used by any political group.
3. Does not permit itself to be controlled by any one group or faction, such as schools, churches, county or city departments, civic organizations or private agencies.
4. Insists on rotation of offices at least every two years.
5. Does not play the part of a purity squad, or permit itself to become known as a group of busybodies or reformers.
6. Does not seek publicity for the council.

All children, privileged or unprivileged, take what the community has to offer. Adults make the community what it is. When it does not satisfy the needs of the children, or when it thwarts or exploits them, the adults are responsible, and no clinics, juvenile courts or reformatory institutions can ever fully adjust the child.—Selected.

cil, but boosts the program and work of every organization in the council.

7. Does not attempt to tell the juvenile court what to do.

8. Does not concern itself with cases on probation, unless requested to do so by the probation officer.

9. Does not hold meetings unless there is real business to be transacted.

10. Does become known as a group that speaks with authority on matters involving child welfare, protection of children and character development, but only when the evidence has been carefully analyzed and a definite constructive plan of action decided upon.

11. Recognizes that its strength and power lie in the combined action of its member organizations.

12. Must remember that cooperation can not be forced, but that it is con-

tagious and will eventually reach all groups where help is needed.

13. Should know that success or failure depends more on the attitude of the sponsoring groups and the quality of leadership in the local council than upon any other two factors.

14. Should realize that nothing remarkable is going to happen at the first meeting or the second, or perhaps during the first year; but that they are starting on a long campaign which involves changing attitudes, practices and conditions that have become established during the years and will change slowly but surely."

Finally, may we all remember that our great objective is the prevention of juvenile delinquency; that success must come through coordinated effort directed by wise and unselfish leadership; and that there is no magic substitute for *work*.

THE CHILDREN'S CHARTER

Adopted by the White House Conference on Child Health and Protection

i. For every child spiritual and moral training to help him to stand firm under the pressure of life;

ii. For every child understanding and the guarding of his personality as his most precious right;

iii. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home;

iv. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer;

v. For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and pre-

ventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water;

vi. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained;

vii. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching;

viii. For every child a school which is safe from hazards, sanitary, properly equipped, lighted and ventilated. For younger children nursery schools and kindergartens to supplement home care;

ix. For every child a community which recognizes and plans for his needs, pro-

The desperate need of the moment is to extend free time activities to every one of those millions of children and young people whose homes have become desolate through poverty. Fathers and mothers become irritable and nervous. No money to do anything or to go any place. The saving grace is that frequently the children can go off early in the morning if there are free community playgrounds or a scout camp. Here they forget fear and often hunger, in games, swimming, drawing, music, dramatics, friendships.—Selected.

fects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs;

x. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction;

xi. For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood;

xii. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly;

xiii. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met;

xiv. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life;

xv. For every child the right to grow up in a family with an adequate standard of living and the security of a stable in-

come as the surest safeguard against social handicaps.

xvi. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy;

xvii. For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities;

xviii. To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations;

xix. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

- (a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers;
- (b) Available hospital beds;
- (c) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard;

For EVERY child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

Youth's free time amounts to more than you may realize. A report given at the White House Conference on Child Health and Protection states that the average youth up to eighteen years of age spends one-fourteenth to one-twelfth of his time in school, one-third of his time at home in sleep and with small varying amounts devoted to must-be-done tasks and meals. Thus over forty per cent of the first eighteen years of a child's life is lived beyond the restrictions and controls imposed by parents and teachers. From the angle of character growth, these outside hours are the actual determinants of the young person's character, for it is then that he is "being himself," following his own initiative.—Selected.

HOW DO YOU RATE AS A PARENT? WHICH COLUMN APPLIES TO YOU?

Destroying Character

1. Do you parents fight or quarrel and make the home a hotbed of strife?
2. Do you drink liquor to excess or indulge in other practices that dissipate strength and self-respect.
3. Do you enforce discipline according to your state of irritability . . . overlook certain conduct today and punish for the same conduct tomorrow . . . have no logical reason for discipline, and rule by whim?
4. Do you disregard the sense of justice and rule with arbitrary force?
5. Is your discipline all negative . . . "Don't" . . . "No" . . . nagging, without encouraging words or approbation for good conduct?
6. Do you satisfy every whim, permitting tantrums or tears to win your indulgence?
7. Do you ignore the child in family planning . . . treating him as a nonentity . . . expected merely to submit . . . to be seen and not heard?
8. Do you make him beg for every penny of spending money . . . overlooking the natural desire for a feeling of independence?
9. Do you coddle?
10. Do you give him the idea that he is a superior person, thus encouraging egotism and intolerance?
11. Are you afraid or too proud to confess your own mistakes?
12. Do you make him feel that he is a "nut," a "pest," an expense, and unworthy of having such marvelous parents?

Building Character

1. Do you love each other and set the example of kindness, consideration, patience and unselfishness?
2. Are you moderate in all things, setting the example of true respectability?
3. Do you first calmly consider the necessity for discipline, and then calmly but firmly and consistently carry it out without variation or anger?
4. Do you recognize that a child has a deep real sense of justice and rarely forgets what to him seems unfair treatment?
5. Do you endeavor to say "Yes" when possible, saying "Don't" or "No" only when you have a real reason for refusal . . . giving credit and encouraging praise for good conduct.
6. Do you let him understand that temper or tears, or selfishness must not prevail?
7. Do you make him feel that he is a partner, entitled to rights as well as responsibilities?
8. Do you provide in addition to the non-compensable partnership duties, opportunities for earning his allowance by self-respecting labor . . . encouraging him in systematic saving?
9. Do you, without being harsh, let him understand that hardships and pains are inevitable and must be met with courage . . . not whining?
10. Do you teach him humility, without destroying self-confidence . . . inculcating tolerance and respect for others?
11. Are you willing freely to confess your errors and big enough to apologize even to a child when you have done him wrong?
12. Do you make him feel that he is loved, respected, and worthwhile . . . that his happiness and success will be yours also?

Destroying Character

13. Do you let your child run wild, not knowing where he is or with whom he is . . . trusting with blind confidence that all is well?
14. Do you let your child find his companionships upon the street, paying no attention to religious or character-building groups as an aid to good citizenship?
15. Do you relegate him to the streets, public places of amusement, and other people's homes for his social and recreational enjoyments?
16. Do you "sneak" through traffic signals and commit other law infractions in the presence of your children?
17. Do you maintain an unsympathetic or non-responsive attitude toward the questions asked by children or their personal problems submitted to you, thus creating a barrier between you and them which makes them fearful or hesitant to take you fully into their confidence?

Building Character

13. Do you, without being a "snooper," make it your business to know at all times with a reasonable degree of certainty where he is and with whom he is?
14. Do you encourage him in Sunday school, church, and character-building groups where he will have the benefit of wholesome gang activity under competent supervision?
15. Do you provide in your own home facilities and a welcome spirit where he can have his friends and can share with the family their mutual pleasures?
16. Do you scrupulously set the example of obedience to law?
17. Do you encourage such a feeling of comradeship that they will feel free to consult you on any problem . . . fully confident that you are a sympathetic and understanding friend?

HOW DOES YOUR COMMUNITY RATE?

Does your community protect its children and youth from moral hazards as well as it does from physical hazards?

Is there effective protection in your community from poisonous literature as from poisonous foods?

Does your community provide wholesome places for play and recreation with adequate supervision?

Does your community provide dances for its young people with such surroundings and such good music that the young people are attracted away from the commercial dance halls and with careful supervision so that the liquor problem is eliminated?

Are the standards of conduct of the adults in your community such as to set the right example for the younger generation?

Are the young people given adequate preparation for marriage, home-making and parenthood?

Is your community doing all it can to

control the type of motion picture witnessed by your children?

Does your community provide sufficient number of youth organizations, for boys and girls of all ages, so that practically every child who wants to, can belong to a well supervised group?

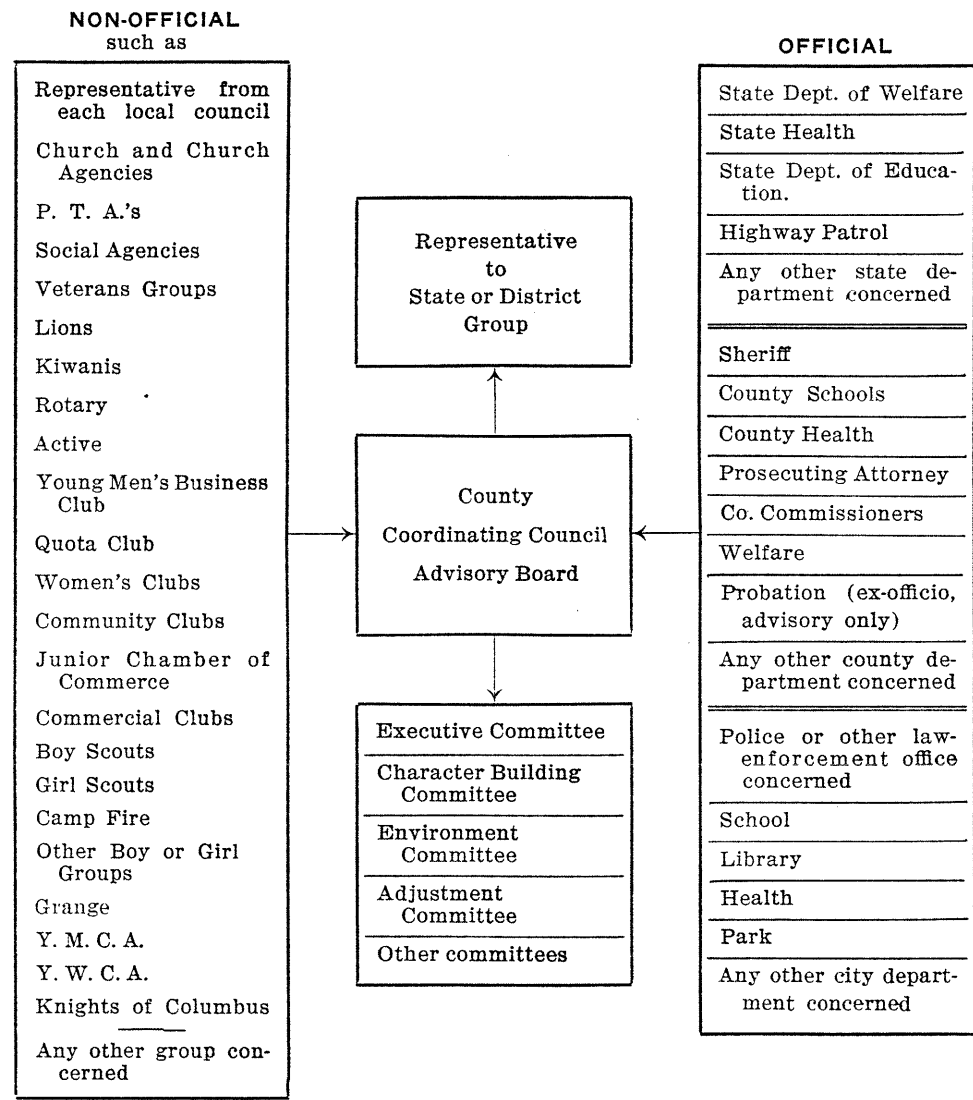
Does your community provide adequate instruction on the effect of alcohol on the human body?

Are children given sufficient spiritual and moral training to carry them through a period of insecurity and shifting moral standards?

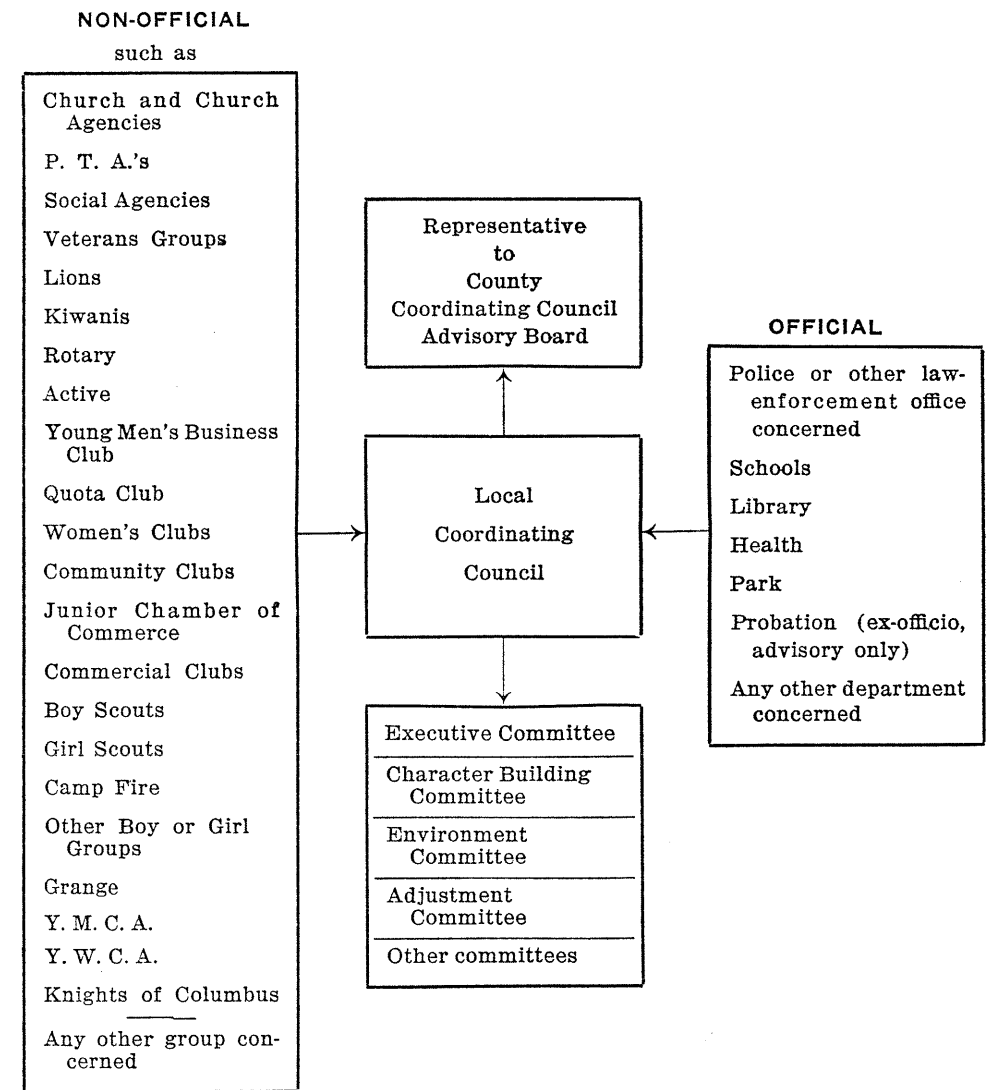
Is the delinquent child handled in such a way as to win his respect for law and law enforcement officers, and to create in him a determination to avoid future offenses, and to provide him an opportunity to associate with those whose influence would be altogether constructive?

Do the majority of parents have the advantage of instruction in child care, in meeting intelligently the problems of child behavior, and the guidance of youth?

SUGGESTED ORGANIZATION CHART OF COUNTY COORDINATING COUNCIL ADVISORY BOARD



SUGGESTED ORGANIZATION CHART OF A LOCAL COORDINATING COUNCIL



Offenses and Conditions Which Brought Children to Court During 1931 to 1935 Inclusive
DELINQUENT AND DEPENDENT

Year	1931		1932		1933		1934		1935	
OFFENSE	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Automobile theft	113	.....	66	1	72	.....	56	.....	77	.....
Burglary	104	.....	59	.....	106	.....	117	.....	68	.....
Holdup	9	.....	4	.....	3	1	4	17	3	7
Other stealing	179	18	198	23	247	24	244	38	260	61
Truancy	114	37	113	48	83	34	84	99	79	81
Runaway	172	95	149	108	196	99	174	42	156	37
Ungovernable	64	42	41	54	53	40	45	72	52	45
Sex delinquency	26	117	14	93	17	68	22	1	4	.....
Injury to persons	6	.....	6	1	5	.....	.....	1	.....	25
Disorderly conduct	157	20	139	9	193	8	131	11	108	1
Traffic violation	286	12	229	4	132	5	93	.....	83	.....
Use or possession of liquor	22	3	11	2	30	.....	38	5	13	.....
Vagrancy	18	.....	9	.....	8	.....	7	.....	.....	.....
Forgery	4	.....	5	1	5	.....	2	.....	4	1
Curfew violation	.....	.....	3	.....	2	.....	2	.....	.....	3
Investigation	.....	.....	.....	.....	.....	.....	.....	.....	6	.....
Abandonment or desertion	119	102	68	74	60	56	40	42	56	48
Improper home conditions	155	157	106	170	181	216	151	234	124	177
Poverty	71	46	49	42	24	22	11	4	4	1
Shelter	26	18	25	9	40	19	48	33	40	24
Feebleminded	36	24	14	20	17	14	27	13	21	13
Epileptic	4	1	5	3	3	.....	3	.....	2	1
TOTALS	1685	692	1310	662	1477	615	1299	611	1160	525

Number of Appearances During Current and Preceding Years of Children Brought Into Court
DELINQUENT AND DEPENDENT

Year	1931		1932		1933		1934		1935	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
First time	1079	460	908	454	1032	421	856	397	839	385
Second time	289	107	187	108	269	108	209	90	182	90
Third time	120	54	99	43	79	48	89	64	61	19
Fourth time	79	29	58	36	63	26	69	30	43	15
Fifth time	118	42	57	21	34	12	74	30	23	9
Sixth time	.....	.....	.....	.....	.....	.....	2	.....	6	2
Seventh time	.....	.....	.....	.....	.....	.....	.....	.....	6	5
TOTALS	1685	692	1310	662	1477	615	1299	611	1160	525

Parental Relation
DELINQUENT AND DEPENDENT

Year	1931		1932		1933		1934		1935	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Parents living together	892	217	675	181	833	251	720	220	543	183
Parents not living together, due to death, divorce, separation or desertion	793	475	635	481	644	363	579	391	617	342
TOTALS	1685	692	1310	662	1477	615	1299	611	1160	525
Percentage from broken homes	47	.69	49	.73	44	.59	45	.64	53	.65

OUR PROBLEM

This graph shows the number and ages of all children (delinquent and dependent) cared for by the Juvenile Court of King County covering a five-year period from 1931 to 1935 inclusive. During this period the Court has handled between twenty-three hundred and sixteen hundred children a year.

Number

1300—

1200—

1100—

1000—

900—

800—

700—

600—

500—

400—

300—

200—

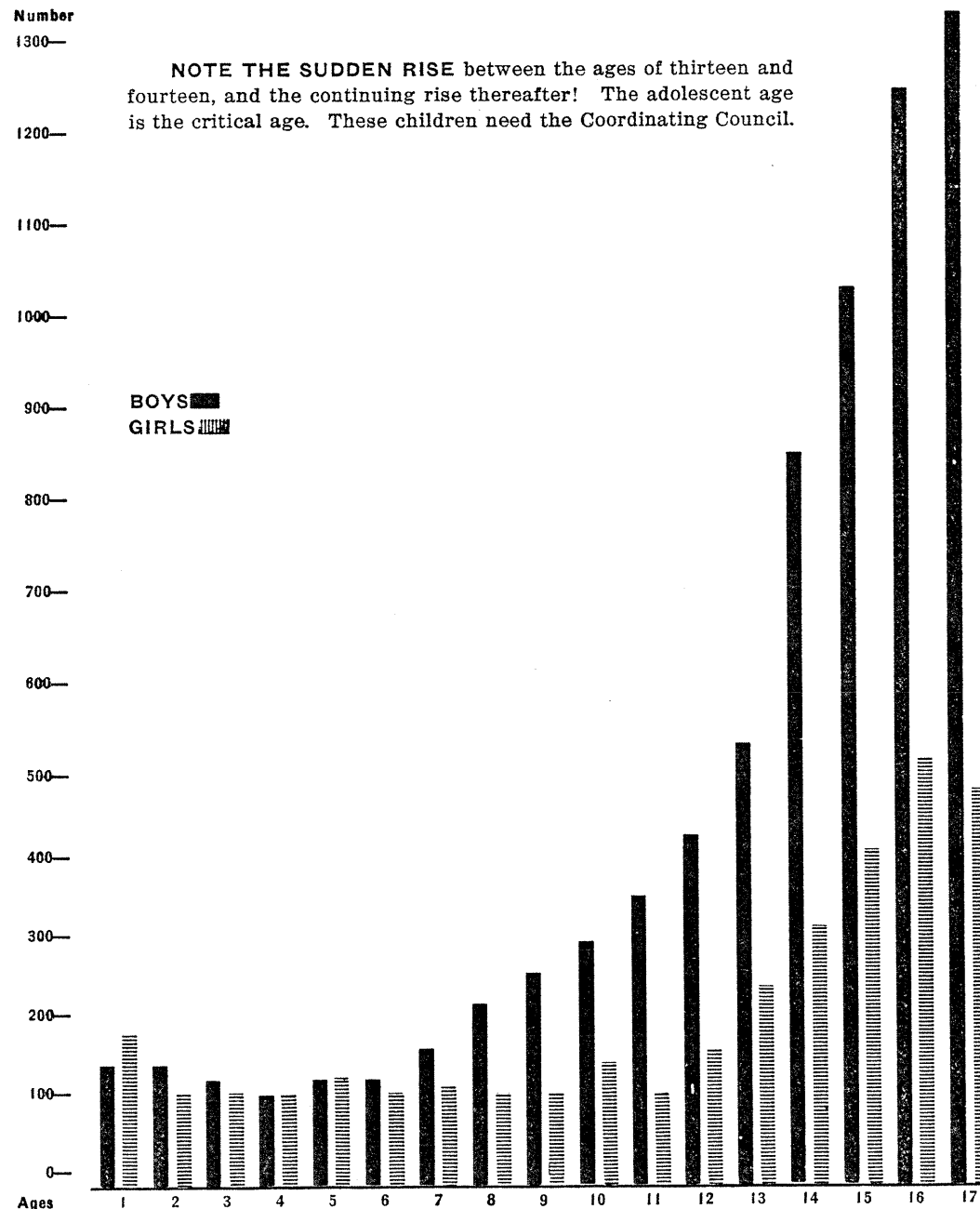
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Ages

NOTE THE SUDDEN RISE between the ages of thirteen and fourteen, and the continuing rise thereafter! The adolescent age is the critical age. These children need the Coordinating Council.

BOYS ■■■■
GIRLS ▤▤▤▤



Consider the behavior record of the Avenue A Branch Club of New York City whose members are drawn from a slum area often referred to as the melting pot of the East side. The membership is made up of fifty-three per cent of the entire boy population of the district, ages seven to eighteen. Out of a total membership of 5,516, only four club members were arrested for juvenile delinquency last year, as against 104 boys arrested from the 4,795 non-members of the neighborhood.—Selected.

"We have no trouble worth mentioning with children who have had Boy Scout, Girl Scout, Campfire or other similar opportunities. The Coordinating Council can be of invaluable assistance in strengthening and increasing such facilities."—Wm. G. Long.

Children lacking the combined influence of a wise mother and a careful father can be saved only by a miracle.—From report of Superior Judges Association of Washington.

Note.

Further information concerning the coordinating council movement, and a selected bibliography on community organization for the prevention of juvenile delinquency can be obtained from the National Probation Association, 50 West 50th St., New York.

LIBRARY

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