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Alternative treatment concepts for juvenile delinquents

Samuel Mason Wilson III

Atlanta University

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ALTERNATIVE TREATMENT CONCEPTS FOR JUVENILE DELINQUENTS

A THESIS SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY

SAMUEL MASON WILSON, III

DEPARTMENT OF CRIMINAL JUSTICE ADMINISTRATION

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ABSTRACT

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WILSON, SAMUEL MASON, III

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Alternative Treatment Concepts for Juvenile Delinquents

Adviser: Professor J.A. Smith

Thesis dated June 30, 1980

The major objective of this document is to give one insight into the area of various treatment concepts, as they relate to juvenile delinquents. An attempt has been made to show various reasons for inadequacies of treatment as well as setting out the different types of treatment, such as, non-legal versus legal methods and experimental programs in the field.

There are four different reasons expounded upon in this document relating to the inadequacies of treatment in this area. The document sets out six various methods of which are referred to as legal methods. The document further sets out six different experimental types of programs in the field, as well as setting out certain principles which should govern the treatment of delinquents.

The primary source of information was obtained from various books, periodicals and leaflets which have been published in the course of identifying the problems in this area.
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I. INTRODUCTION

Purpose of Paper.

The contents of this document will endeavor to explore various alternatives which may be considered in the process of dealing with juvenile delinquents. The alternatives which will be discussed will be substantiated based upon the opinion of noted authorities in this particular field.

It is important that, in order to understand the concepts and terminology used in this document, the reader has a basic understanding of the meaning of the subject matter. Therefore, for the sake of continuity, Webster's Seventh New Collegiate Dictionary defines delinquency as: "... failure to do what is needed; neglect of duty; the doing of bad or unlawful things." The latter part of this definition relates to this document. Generally speaking, our society recognizes delinquency as an unacceptable form of misbehavior.

There is no doubt that there has been significant progress made in the area of dealing with juvenile delinquency; but even so, the treatment available today is still not satisfactory. This particular problem should be a major

1Webster's Seventh New Collegiate Dictionary. 3rd ed. by G. & C. Merriam Company.
source of concern; especially, when one attempts to review short-range as well as long-range solutions in dealing with the causes of crime in our respective communities.

**Major Areas of Discussion.**

In order to accomplish the intended objectives of this document, there will be six different areas of consideration that I will explore in some degree of detail. These six areas are: 1) Actual On-The-Job Internship Experiences, 2) Reasons for Inadequacies of Treatment, 3) Unofficial Methods of Treatment, 4) Official Methods of Treatment, 5) Experimental Treatment Program and 6) Principles which Govern Treatment.

The above areas of discussion when read, hopefully, will enable the reader to have a broader insight into the subject matter of this document. The reader might feel that there is a pattern of punitive and/or pessimistic attitudes, incoherent and uncoordinated services, out-of-date laws and outmoded institutions, unscientific methods and careless procedures, and political self-interest. However, it is the opinion of the author of this document that a nation as great as the one in which we live, with such vast scientific knowledge, organizational genius, and democratic convictions can and will overcome the current-day shortcomings in the area of juvenile delinquency.
II. THE PROBLEM AND ITS SETTING

Agency In Which Internship Performed.

My internship was accomplished through the Public Safety Department of Atlanta, Georgia. I was assigned to work with the Atlanta Bureau of Police Services/Crime Prevention Section. The office from which I worked is currently located at 1599 Memorial Drive, S. E., Atlanta, Georgia. I was assigned to work under the direct supervision of Mr. Earl Westbrooks, who assigned all of the various tasks that I had to perform during the course of my internship.

Agency and Unit Description.

The Crime Prevention Section of the Atlanta Police Bureau concerns itself with three major areas. The first of these areas is that of obtaining citizens' trust within all age groups, the involvement, cooperation and input of the entire citizenry. The second concern is that of delivering quality police services through the utilization of the concern stated above. Thirdly, it is the concern of the Crime Prevention Section to give functional reasons to the police administration and managers as to why it is necessary in today's era to not just engage in dialogue that is restricted
to non-controversial issues; for example, discussion of C.B. radios operations, et cetera.

It is felt that if each employee of a police agency understands the importance of crime prevention and the Crime Prevention Section, as well as maintaining its philosophy in carrying out their respective functions whether they are in the Crime Prevention Section or not, they will be strengthening themselves as well as the agency's creditability in the form of better public support.

**Duties and Responsibilities.**

My primary responsibility on this assignment was to work directly with juvenile deterrent programs. During the course of implementing my assignment, I attended all staff meetings and planning sessions. All staff meetings were held jointly with representatives from Literacy Action, Incorporated.

It was my responsibility to handle all administrative responsibilities which included, but were not limited to, various program designs and implementation of programs. Some of the programs which I designed during my internship were: 1) bicycle rodeo safety, 2) seminar for children of pre-school age on school safety, and 3) planned educational field trip for the children who took part in the above two tasks.

This portion of my internship addresses itself to the research portion of this document. During my internship, a lot of time was spent observing juvenile behavior, and problems related to the causation of juvenile behavior; for
example, the environmental family factors related to juvenile delinquency.

Uniqueness of Internship

The most impressive factor of the internship process was that I had an on-site view in regards to what the Crime Prevention Section is capable of doing in our current-day battle against juvenile delinquency. This was unique to me due to the fact that I have worked within this same police agency for nine years, but had never worked in this particular area. I was totally unaware of these goals and objectives, as well as to the various methods that can be used in an effort to accomplish these overall objectives.

In order to give the reader of this document an insight into my findings, I will cite a few here. I was able to see the Police Department work directly with the community environment in an effort to improve the image as well as its awareness of the community concerns. It was also made clear to me, by the programs of which I was a part, that the Police Department is making a diligent effort of trying to deal with juvenile delinquency problems through positive juvenile corrective measures.

Statement of the Problem.

During the course of my career in law enforcement, I have always heard various concerns centered around juvenile delinquency. However, the impact of this problem had been
something far removed from my law enforcement experiences until the time of my internship. This has been the case due to the fact that during my career in law enforcement, I have had very little contact with juveniles because of my job assignments.

During the course of my internship, I was made aware of the fact that there is a serious problem with juvenile delinquency throughout the country. Therefore, it is incumbent for any progressive society to face this issue with new and innovative ideas of dealing with this problem.

It is the express purpose of the research portion of this document to deal with the delinquency issue as it relates to juveniles. Based upon the exposure I received during my internship, I felt that a formal topic for this particular document would be that of "Alternative Treatment Concepts for Juvenile Delinquents."
III. REVIEW OF THE LITERATURE

ALTERNATIVE TREATMENT CONCEPTS FOR JUVENILE DELINQUENTS

Reasons for Inadequacies of Treatment.

The inadequacies which currently exist in dealing with delinquency problems cannot be accounted for in a simple and uncomplicated manner. There are several reasons for such inadequacies, and if improvement is to be realized, it is mandatory that some of the contributing factors be understood and dealt with in the best possible manner.

Development of the Problem.

One of the contributing factors is centered around recent and rapid growth from rural to that of the urban setting. Juvenile delinquency problems in rural areas has never been equal to that of our urban-day settings. Further, the continuing rapid increase of delinquency in the urban areas helps to contribute to keeping already limited treatment facilities over crowded.

Scientific Knowledge.

Another factor which has some affect on the reasons for inadequacies of treatment is centered around the area of the lack of progressive growth in the field of scientific knowledge which may relate to the delinquency problem. Some
of the disciplines which are included would be psychology, sociology, social work and psychiatry.

Decentralized Responsibility.

Contributing to the area of delinquency is the area of decentralized responsibility. This is partially due to the fact that local and private resources have never been sufficient (or available) to make adequate provisions for research, planning or specialized treatment facilities; however, much more has been done in some places than in others. In the last few years, several states have taken encouraging steps toward the developing of an effective state-wide program for treatment and control, and there is a growing conviction that the federal government must soon assume a major supportive and directive responsibility.

Confusion of Theory and Objectives.

Confusion of theory and objectives centered around the subject matter - all treatment procedures tend to be influenced by confusion resulting from unresolved issues, can also be a contributing factor to delinquency. This may be expressed in the following questions: 1) Is behavior determined by the physiological and social elements, and psychological of the individual's heredity and experience, or does he have completely free

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3 See the two important bills, H.R. 652 and H.R. 5539, which were introduced in the Eighty-fifth Congress of the United States of America.
will? 2) Should society's protection or the individual's rehabilitation be given priority in the treatment process? From time indefinitely, the assumption that the individual has free will and total responsibility has led to a deserved and punitive treatment.

Limited Public Awareness.

The contributing factor of limited public awareness is set out here because of the tragic facts concerning treatment of children in trouble not being well understood by the general public. This is due, in part, to the fact that responsibility has not been centralized as mentioned earlier in this paper; therefore, comprehensive authoritative reporting has virtually been impossible.

Most of the difficulty in this area is contributed to the fact that there is little understanding of the damaging effect on children by the different aspects of treatment. The public seems to feel that if the buildings are reasonably neat and clean, food and clothing are adequate, and punishment is administered and discipline maintained, all additional responsibility rests upon the juvenile, who must decide what values he permits himself to derive. As one writer puts it, "theory and good will are on the side of individuals, while budgets, administration, and personnel in action are slanted toward punishment, to protect society and deter the potential offender."

Unofficial (Nonlegal) Methods of Treatment.

The many unofficial, or nonlegal agencies and methods for dealing with juveniles who manifest maladjusted behavior vary widely from institutions which provide only custodial care to clinics and social agencies providing highly specialized professional services. Some of these agencies are supported publicly, some private and some operate privately and publicly. In general, they operate within an administrative context contrasted to that of the courts and other agencies which carry out judicial processes.

Agencies employing nonlegal methods usually contact delinquents and predelinquents and administer treatment in the normal course of their functioning, or they may receive them on referral from schools, parents, ministers, doctors, lawyers, et cetera. Sometimes, they receive referrals from the police or a screening service operated by the juvenile court.

The better agencies use the best clinical, casework and group-work methods scientifically devised in their treatment methods. The delinquent's overt act of delinquency is perceived as a symptom of something which has gone wrong in his personality structure of his social experience. The aim of the treatment is to help the individual gain an insight into himself and his problems and to relate himself more sympathetically and successfully to the expectations of society. Sometimes there is the aim to correct the negative conditions
in his social environment and to assist those persons most responsible for him to relate to him in a more satisfactory manner. This reflects no guild or punishment on the part of the delinquent, but rather emphasizes diagnosis and therapy.

Some of the significant types of nonlegal agencies are listed below.

Psychiatric and Guidance Clinics.

The Psychiatric and Guidance Clinics tend to be small and almost entirely restricted to the larger urban centers. They have been especially successful in treating children whose delinquencies have been derived from deepseated psychic and emotional disturbance. Their staffs usually include psychologists, psychiatrists, and psychiatrically trained social caseworkers.

Social Casework Agencies.

The Family Service Agencies are typical of the many agencies which do social casework with maladjusted children. They work within the child's family setting. This is done in an effort to help the family adjust to the child and to help the child adjust to the family setting. Although the work is primarily preventive, it is also remedial. Complicated cases requiring "intensive therapy" are usually referred to a guidance clinic since the Family Service Agency staff is usually composed of professionally trained social workers only.
Group-Work Agencies.

Sponsoring agents such as churches and settlement houses have sometimes made use of professionally trained social group-workers to channel the activity of delinquent gangs into socially constructive outlets. In doing this, the worker sometimes serves as a counselor-therapist to individual members of the gang.

Special Service Divisions in Public Schools.

The Special Service Divisions in public schools include teachers with training in social casework, psychologists and sometimes psychiatrists. This group is able to deal immediately and directly with behavioral problems and to make referrals because of the availability of testing and record keeping systems. The visiting teachers work with the classroom teacher, the family and other persons and situations with which the troubled child is involved. Diagnosis, counseling, and as much therapy as possible are given the juvenile.

Private Institutions.

These agencies receive juveniles from referrals. Many of these institutions are excellent, but some are extremely repressive, authoritarian, sectarian, and outmoded. They care for about a third of the nation's juvenile delinquents who have to be institutionalized.\(^5\) Because they are selective,

Because they are selective in their intake process, they are sometimes criticized for discriminating against Blacks and other minority group members, as well as against the more seriously handicapped and disturbed children. 6

Since the private institutions can control their intake policy, limit the numbers they accept, and introduce innovations more freely, they have frequently pioneered in developing new institutional treatment techniques.

Experimental Co-operative Services.

Mostly, co-operative services have been set up to bring together the best aspects of the nonlegal treatment resources available in a community in order to focus them more specifically upon the needs of children and youth in trouble.

The Children's Bureau of Passaic, New Jersey, is frequently cited as a good example of this type of experiment. On its staff is a school administrator, a psychologist, a psychiatric social worker, two attendance officers, three policemen, a policewoman, and a staff of clerical assistants. In addition, it cooperates closely with other community agencies such as the guidance clinic. All complaints about children received by the police department and the schools, et cetera, are referred to this bureau. It makes maximum use of educational and social agency resources for treatment and tries to save as many youths

as possible from the "coercive action" which is necessary in the children's court.7

The best nonlegal methods of treatment are generally considered to have many advantages over official methods employing processes of law, but they do not as yet appear to be the answer to the problem of the treatment need. They are not unsound, but they are too time consuming in regards to personnel, and resources, and the agencies employing them are too limited in number and coverage. It has been pointed out by critics that such agencies are too often uncooperatively independent and dictatorial; that their screening and selection policies force their clients to fit agency programs rather than to fit the agency programs to clients needs; that they maintain a rough pace, and they raise disagreement by refusing to accept, bypassing or dropping uncooperative and the most difficult cases.8 Such criticisms do not apply in all cases, however, and even when they are justified, improvement can and will, undoubtedly, be effected in time.

At the same time, ways must be implemented to adapt more of the best features of the nonlegal methods to the official treatment process which is the only avenue of treatment open now or in the future to a majority of cases.


Official Methods.

Official methods of treatment are those prescribed by law to offenders who are formally apprehended and placed in the custody of law enforcement agencies. Previously, they were almost entirely punitive, but now they lean toward therapy although punishment still often takes precedence over therapy, in both law and practices. Only through these methods may a youth be officially classified as a delinquent.

Principles.

Principles in the use of official methods relate to the purpose to enforce the law, to protect society, to protect the child, to determine whether or not the child is guilty of the offense of which he is accused, and if he is guilty, to rehabilitate the child.

The fact that these principles are sometimes contradictory in nature sometimes makes the principles not easily or consistently expressed. Laws are often carelessly drawn and inconsistent, society's protection may conflict with the child's welfare, and the painful process of having to establish guilt may seriously handicap subsequent rehabilitative efforts.

Laws that are very loose create especially serious problems. They are not only sometimes both free and punitive, but they also frequently fail to make a clear distinction between children who are offenders and those who are merely victims of abuse or neglect.
This is often carried over into diagnosis and treatment and often results in attaching the stigma of delinquency and the harmful effects of delinquency correcting treatment to children who are not really offenders.

Difficulty also arises from the fact that both legal and social-work procedures are required in pursuing the objectives implied in the governing principles. These procedures do not always complement one another and may easily become more competitive than compatible. Legal procedures require careful establishment of guilt as a preliminary to forced application of treatment. It is not unusual for one of these procedures to take precedence over the other. Social-work emphases sometimes lead to the treatment of a child without due regard to the question of whether or not he is actually an offender. Legal emphases, however, often leads to a type of formal handling which occasionally damages the child producing further personality disorganization and social maladjustment.

Steps in the Corrective Cycle.

Officially, the corrective cycle begins with the apprehension of the alleged offender by a law enforcement agent, his referral by parents or teacher, or other interested parties. Detention or some other form of restraint of custody pending determination of the desirability of proceeding further follows apprehension or referral. A preliminary diagnosis of the difficulty is made.
This involves a case study of the circumstances surrounding the alleged offense, together with a survey of the child's general environmental and behavioral background.

On the basis of the preliminary diagnosis, a decision is made as to what further action shall be taken. If the facts warrant, diagnostic tests may be prescribed, where facilities are available, and a court hearing is scheduled.

Usually, before the court hearing, the need for treatment has been established. Facts brought out in the hearing may influence the final decision. In any case, prescription of this type of treatment is set forth at the conclusion of the hearing in court.

Screening facilities to handle cases at the point of referral and preliminary diagnosis can be valuable means of protecting many children from the risks involved in unnecessary exposure to the official treatment process. Effective treatment of those for whom official treatment is required is largely dependent upon the adequacy of diagnostic and treatment facilities which are available.

Agencies Involved.

Agencies involved in the official treatment process are listed below:

The Police.

It is felt that the police need special training and
skills for this aspect of their work because they often are the first to make contact with the offender, and because of the manner in which this initial contact is handled may have much to do with whether or not the child continues in antisocial behavior. In the 1964 manual entitled, Techniques of Law Enforcement in the Treatment of Juveniles and the Prevention of Juvenile Delinquency, compiled by a committee of the Federal Security Agency and approved by the International Association of Chiefs of Police and the National Sheriffs Association, this conviction is clearly set forth in the following words:

The manner in which the officer handles the child in his first difficulty with police may be the making or breaking of the youngster's future life. For this reason, it is imperative that every officer, from the chief or sheriff down to the newest rookie or deputy, have understanding of how juveniles should be interviewed and treated.9

Police handling of the youth can dramatize the juvenile's break with the law and can cause him to be permanently embittered, if the police uses clumsiness and brutality. The youth who has experienced such treatment, and has also had occasion to observe all-too-frequent police ignorance and corruption, readily becomes a "cop-hater", which is a rather typical attitude of delinquents in most communities.

Recognizing that skillful and intelligent police work can do much to reduce or prevent hostility toward society, many of the larger metropolitan police forces are establishing

juvenile divisions made up of officers having special training in the handling of youthful offenders. The responsibility for handling all juvenile cases is assigned to this division. Other officers are instructed as to how to apprehend children under emergency conditions, but must turn them over to the juvenile division immediately. This arrangement tends to minimize the danger of traumatic experience for the child or youth, and appears to make for better cooperation between the police and the juvenile court.

Not only are there no well-trained juvenile divisions in most areas, but there are few policemen who have had any training of any kind for their tasks. One expert estimates that "less than one percent of the personnel of American police forces has been exposed to any form of in-service training worthy of the name."¹⁰

Pay, working conditions, political exposures, et cetera, do not encourage high standards of professionalization among the police, and there have been relatively few training opportunities for them. Also, there has been much organizational confusion in police work, due to fragmentation of police powers and overlapping of federal, state, county, and municipal jurisdictions. Inconsistency, rivalry, and duplication of effort are apparent everywhere. A major reorganization, possibly on a county or area basis, is needed to eliminate

these conditions and establish uniform police coverage, practice, and personnel standards.

A child who is apprehended by a fee-supported policeman or sheriff's deputy, or by an untrained and underpaid municipal policeman, is exposed to risks which could be avoided if better police organization and training were provided. If a local police force does not have a special juvenile division, a little public insistence can often produce one. If there are no officers especially trained for this type of work, there are at least a few institutions of higher learning, such as the Delinquency Control Institute of the University of Southern California, where qualified individuals may secure such training.

The Detention Home.

This is the receiving center for new cases and the place of temporary detention while the juvenile court is deciding upon disposition of the case. It eliminates the evils of keeping children in jail with adult offenders, but frequently is understaffed with untrained people and fails to make adequate provision for diagnostic casework and the health, educational, recreational, and social needs of the child. Many take on the atmosphere of jails for children and are especially damaging when children are left in them for long periods of time.

Neglected and dependent children should not be placed
in detention homes; a delinquent child should not be held in detention except in cases where it is absolutely necessary; and no child should remain in a detention home for more than a very few days. These rules, however, are usually violated more than they are observed. Poor intake screening service by the juvenile court often allows many cases not really requiring secure custody to be placed in detention. Such a situation sometimes results in as many as 85 percent of all delinquency cases being held in detention, whereas courts with good intake screening policies have been known to hold in detention as few as 7 percent of their cases. Because of excessive case load, weak probation services, and limited treatment facilities, courts sometimes allow children to stay in detention far longer than they should.

Detention homes do not even exist in a great number of communities, and many children are still being detained in jails. This appears to be an unjustifiable practice which should be eliminated without delay. Even in rural sections, with limited resources and population, county or area detention centers could be maintained.

The Juvenile Court.

In 1899, the first juvenile court in the world was established in Chicago. Since that time, several hundreds have been established in the United States, as well as in many foreign countries. Territorial coverage is no means complete.
in the United States, however, and many of our juvenile cases are still being tried in regular adult courts or handled through make-shift arrangements set up by such courts.

The juvenile court procedure involves (1) entering a petition in behalf of the child, rather than placing a charge against him; (2) pre-hearing investigation by a member of the court staff; (3) informal, private hearing by the judge without witnesses, lawyers, or jury, except in special circumstances; (4) rehabilitative disposition of the case according to available facilities and the treatment needs of the child; and (5) a staff of social workers to make preliminary case studies and to supervise children placed on probation. Its primary responsibility is to exercise a protective guardianship over the child, rather than to punish him, and to see that he receives the kind of treatment which will conserve his best interests as well as those of society.

Being a court of record, its records are kept in legal form; but, like the records of a social agency, they are private and cannot be used against the child in criminal court after he becomes an adult.

Juvenile court weaknesses usually relate to the facts that (1) legislative enabling acts do not give it jurisdiction over all cases of delinquency or over adults who contribute to the delinquency of juveniles, (2) inadequate provisions are made for its financial support, (3) its staff is seriously undertrained and overworked, (4) it has dual and conflicting
judicial and social-work responsibilities, (5) inadequate and insufficient diagnostic and treatment facilities are available for the cases coming within its jurisdiction, and (6) its judges often are not qualified by temperament or training for their unique responsibilities.

It has often been pointed out that juvenile courts need more supervision from an authoritative standardizing agency of the state; that their coverage should be extended to all sections of each state; that they should always be equipped with psychiatric clinics for the study of children; that they should operate a careful screening service to eliminate official treatment for as many children as possible; and that they should be provided with adequate probation staffs, adequate detention facilities, and adequate treatment facilities.

Utah, Connecticut, and Rhode Island are the only three states who have seen fit to establish state juvenile courts. Most courts in the other states function on a county basis and exist only in those counties which choose to establish them. Consequently, many sections of the nation, particularly the rural areas, do not have the benefit of juvenile court service, despite the fact that this type of court obviously represents a great advance over previous methods of handling youthful offenders.

Persons familiar with the advantages and limitation of the juvenile court and the domestic relations court have been advocating combination of the two into a new type of
family court, with jurisdiction over all kinds of cases in which families and children are involved. The current trend seems to be in this direction.\textsuperscript{11}

The Probation Department.

Probation is a process of treatment prescribed by the court for persons convicted of offense against the law, during which the individual on probation lives in the community and regulates his own life under conditions imposed by the court (or other constituted authority) and is subject to supervision by a probation officer.\textsuperscript{12}

The probation department usually functions as an adjunct of the juvenile court. The probation department's officers are members of the court staff and should be professionally trained social caseworkers.

One of the most promising phases of the juvenile court program is probation. This is due to the fact that probation provides for keeping the child in his normal social setting and for working with him and his environment to bring about a better adjustment. It has many advantages for the child and relieves pressure on chronically overcrowded correctional institutions. Society could hardly afford to build enough institutions for all of the children the juvenile courts


\textsuperscript{12}\textit{Ibid.}, p. 184.
handle, and even if it were possible, it would not be desirable for maladjusted children need help in adjusting to normal social living rather than to the abnormal environment of an institution.

Public apathy and antagonism have robbed probation of the support which would give it a chance to function properly.

Insufficient salaries make it almost impossible to employ trained caseworkers as probation officers and cause a very heavy turnover among the insufficiently trained workers who can be secured. Probation officers are usually so overloaded with cases that they cannot maintain the form, nor the substance, of probation. Instead of a standard load of 50 units (5 units for each new case being investigated and one unit for each old case being supervised), as recommended by the National Probation and Parole Association, most workers are forced to carry loads of 125 to 200 units. This results in "sham" probation, a low standard of professionalization, and grave injury to the child.

About one-half of the counties in the nation have no probation service of any kind. At least three times as many probation officers as are currently employed are needed in the counties where such service is offered. The only logical conclusion to be drawn from these facts is that too many children and youth being sent to corrective institutions and too many are being released without proper supervision and treatment.

A good probation service is the muscle and bone of any effective treatment program. It is less expensive than ordinary

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institutional care, and it has much greater possibilities of successfully effecting rehabilitation of the child.

The Correctional Institution.

Reform or training schools are usually the description given correctional institutions. They have been called "a national disgrace," representing "an outmoded philosophy" and revealing "a utter bankruptcy of educational procedure and understanding." ¹⁴ Albert Deutsch, after making a personal investigation of ten presumably representative institutions in 1958, prefaced this report with the following statement:

The facts as I found them shock me profoundly. They add up to a black record of human tragedy, of social and economic waste, of gross brutality, stupidity, totalitarian regimentation, and a corroding monotony even deadlier for children's personalities than physical violence.¹⁵

Instead of being reform schools, other critics have pointed out, correctional institutions are actually "schools of crime", and since they seldom rehabilitate, no juvenile should be sent to them except as a last resort.

Apparently, the problem is because of the fact that the typical correctional institution is a relatively undifferentiated dumping ground for unwanted children and youth in the local community. Deutsch attributes this condition to

¹⁴ Ibid., p. 458-60.

public indifference, legislative penury, administrative inertia, and the traditional view that juvenile offenders are minature criminals and should be cared for in juvenile prisons. 16

Correctional institutions are essential parts of an adequate treatment program. A few states are beginning to make provision for a balanced system of specialized corrective facilities. The old-style "prisons for youth" cannot be liquidated, and it is to be hoped that as they disappear, it may become more and more possible to place the seriously maladjusted child in an institution of the particular type which is equipped to give intensive treatment to his specific problem.

16 Ibid., p. 459.
IV. GENERAL LIMITATIONS OF THE STUDY

Official and Unofficial.

Although there are many encouraging aspects of current treatment, both by unofficial and official methods, it is obvious that there are many serious limitations. Despite the fact that some courts, institutions and private agencies do exceptionally well with the cases they treat, it is difficult not to conclude that delinquent children are more likely to be harmed than helped by it.

The following limitations are among the more significant ones which may be said to characterize current treatment in general; however, this is not applicable to all agencies using either official or unofficial methods:

1. It is inadequate in both quantity and quality
2. It tends to be carelessly conceived and poorly administered by persons in insufficiently trained positions for their responsibilities
3. It is extremely varied and inconsistent in quality
4. It is usually applied without adequate case diagnosis, and tends, therefore, to be expediently categorical rather than scientifically specialized and individualized
5. It reflects a somewhat incoherent mixture of motives, philosophy, and objectives
6. Because it is insufficiently grounded in experimental research, it tends to be too much an expression of dogmatisms, intuition, hunches and hopes
7. It is in great need of broad coordination and long-range planning (on a state-wide basis, at least, if not on the national level), involving research, experimentation, public education, and greatly increased legislative and financial support.

8. It is too narrow and personal in its focus, being almost wholly restricted to treatment of the child, who may often be presumed to carry only minor responsibility for his delinquency.

Some persons who have attempted to analyze and explain the reasons for society's unfeeling and indifferent treatment of its delinquent children are of the opinion that it results from group anxiety and guilt. It has been said that the burden of our guilt, hostility and unacknowledgeable instincts rests upon the delinquent. In a sense, we load our community sins upon them as a modern scapegoat and thrust them away into the wilderness, little caring what happens to them beyond a devout concern that he not turn up again to plague us.17

It must be added, although there is a sense in which this psychoanalytic explanation is probably true, that some of the difficulty in the realm of treatment also stems from the simple fact that we have not yet been able to evolve the adequate and effective treatment patterns which are needed. Much experimentation is called for, and careful attention should be given to the results of such experimentation as is undertaken. This is the only way a concerned society can intelligently conceive and execute a valid and reliable treatment program.

Experimental Programs.

There are many experimental programs of treatment, however, only a few can be mentioned. They have been quite limited in scope and in results. However, they are fairly representative of what is being done and are highly suggestive of the directions which might be pursued and the result which might be achieved if a comprehensive program of research and experimentation prove efficient.

Research Institutes.

The Illinois Institute for Juvenile Research is famous for its case studies. It began in 1901 as the Juvenile Psychopathic Institute, supported by private funds, but is now publicly supported. Its staff includes authorities in medicine, psychiatry, psychology, sociology, social casework, and other specialities. Its work has contributed much to the understanding of delinquency and the clarification of treatment procedures.18

Several other research and experimental programs of treatment have been established either independently or in conjunction with institutions of higher education.

Private Correctional Institutions.

August Aichhorn, in his book Wayward Youth, describes the program of his institution located near Vienna. It features

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intimate supervision of small groups of children by psychiatrically trained persons, and stresses privacy, maximum individual freedom and a minimum of rules.\footnote{August Aichhorn, Wayward Youth (New York: Abingdon Press Incorporated, 1961), p. 63.}

The first institution to establish a guidance clinic as a part of its program and to make a psychiatrist the coordinator of activities was Children's Village in Dobbs Ferry, New York. It combines cottage life, recreation, education and religion with an orthopsychiatric approach aimed at correcting psychological and emotional conditions carried over from experiences in early life and helping the individual to learn to live with himself and others.\footnote{Herbert C. Quay, Juvenile Delinquency Research and Theory (New York: D. Van Nostrand Company, 1965), pp. 493-94.}

Employing education, social work, and psychiatry in an intensive program of guidance and treatment is the program of Hawthorne Cedar Knolls School in Hawthorne, New York, operated by the Jewish Board of Guardians. Great emphasis is placed on discovering and correcting the underlying conflicts in the child. A homelike community atmosphere is maintained, featuring cottages with carefully selected and trained cottage parents, and a guidance clinic which treats a child, counsels the staff, and interprets the child's behavior to parents and others who need help in relating to him.\footnote{Benjamin Fine, 1,000,000 Delinquents (New York: The World Publishing Co., 1955), pp. 320-21.}
Duplicated many times throughout the world is The George Junior Republic, founded in 1895 at Freeville, New York, has been duplicated many times throughout the world. Each boy or girl must voluntarily agree to "enroll". Responsible citizenship is the major theme. All of the essential features of a miniature community are provided, and practically all major citizenship responsibilities of the outside society are duplicated. Included in these are self-government, working for pay, operating economic enterprises, paying for all goods and services, paying taxes, and the like. The idea is that the individual will be given guided experience in the kind of citizenship responsibilities which society expects him to assume.\textsuperscript{22}

Public Correctional Institutions.

The first institution in the United States to adopt the cottage plan of housing was The State School for Boys, founded in 1856, in Lancaster, Ohio.\textsuperscript{23}

Married couples supervise cottages at The State Training School for Boys at Warwick, New York. Custody and routine institutional treatment are consciously subordinated to experimentation and to study of the effects of various methods of treatment. A strong social-service department does intensive casework with the boy and his family during treatment and after

\textsuperscript{22}Ibid., pp. 321-23.

\textsuperscript{23}Ibid., p. 243.
release. It also works closely with community social agencies. Itmsby Village, the Louisville and Jefferson County Children's Home, at Anchorage, Kentucky, champions coeducation, a minimum of regimentation, and the mixing of dependent, neglected, and delinquent children. It employs a citizenship program and does not use corporal punishment.

Expanded Probation Service.

As a clinic of the court, The Boston Juvenile Court maintains a Citizenship Training Group. This is conducted by the court's probation department and supported financially by the Boston Rotary Club and other private interests. A delinquent on probation is assigned to it for two hours after school, five days a week, for twelve weeks. The treatment is non-threatening and aims at individual adjustment, character training, and physical reconditioning. After finishing the twelve weeks, the individual continues on probation for as long as the court prescribes. This program adds content and meaning to the probation process and is a kind of "half-way house" between the extremes of occasional contacts of customary probation and the intensive treatment of a correctional institution.

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25 Ibid., p. 461.

Group Treatment Programs.

Based on processes of group interaction, there are a number of programs of therapy and study. These processes involve responsible community living and correction of attitudes through dynamic communication. Trained leaders, employing free group discussion in an informal, permissive atmosphere, seek to increase individual identity and awareness and to reeducate the delinquent so that he will accept and find satisfaction in social norms and restrictions. The group helps the leader to correct the thinking and behavior of each individual, thus effecting a great economy of effort and greatly extending the benefits to be derived from limited psychiatric and social work staffs.

The Highfields Experimental Treatment Project for Youthful Offenders in New Jersey is an example of this type of program. At the former home of General and Mrs. Charles A. Lindbergh, who gave it to the state, New Jersey operates an experimental hotel for boys on probation from certain of its courts. Through the processes of group dynamics, each boy is helped to gain a more realistic conception of himself and of his relationship to others.27

Other group treatment programs of a somewhat broader nature include the English Borstal System and American Forestry Camps.

27Ibid., p. 19.
Featuring highly individualized treatment, based on careful diagnosis and classification in a setting of congenial group living is The English Borstal, whose name is taken from the village where the first institution was located. Courts cannot make a commitment to any of the specialized institutions until prison commissioners have determined the suitability of the treatment and have given approval. Institutional treatment and subsequent parole are carefully integrated and intensively administered by highly trained personnel who work with home and community as well as with the individual. A reception center receives and classifies all accepted youth and assigns them to one of the Borstal schools, where the usual length of stay is from two to three years. Treatment is developed around a program of community participation, with each individual working to learn a trade or craft and to earn his keep and spending money. Those who do not adjust are sent to a more conventional custodial institution, and those who get in trouble after release are recalled for further correction and training.28

Forestry camps, begun in Los Angeles County, feature careful case diagnosis and record keeping, counseling and guidance, work, recreation, education, self-government, and discipline by means of a merit system which is used as a basis for determining when release should occur. Emphasis is on

learning to live as a good citizen in the camp community. Help is also given toward adjusting the individual to employment after release. 29

State Youth Authorities.

Under the direction of a three-member board appointed by the Governor, The American Law Institute drafted, in 1940, a model; Youth Correction Authority Act calling for a state organization. This board was to have budget, power to establish and operate treatment centers, authority to use existing agencies and institutions, and discretion as to the type and duration of treatment to be given each individual. While juvenile court judges were to determine who should be referred to the authority, they could not force the authority to accept a case and were to have no power to suspend commitment once the case had been accepted. The objective was to coordinate and integrate treatment and preventive programs on a statewide basis and to provide for careful diagnosis and specialized treatment.

The first Youth Authority was established in California in 1941. Minnesota, Wisconsin and Massachusetts followed and five other states to date have been added to the list. All may not have the name Youth Authority, but all are adaptations of the proposals submitted in the model Youth Correction Authority Act.

Foster Home Programs.

It is believed that the chances of achieving good adjustment are better in a home atmosphere than in that of an institution. Good foster homes are not always available, however, and placement must be done very carefully.

Most juvenile courts refer delinquents to welfare departments or private agencies for foster home placement, but a few operate their own foster home department as a part of their probation program.30

Erie County's Children's Court, New York, subscribes to the foster home principle so strongly that it even uses private boarding homes, rather than a detention center, for the detention of children awaiting disposition of their cases by court.31

Provo Experimentation.

Under the direction of Lamar T. Empsey and Jerome Rabow, one of the first experiments with community treatment was made at Provo, Utah.32 It was established on a two-part theoretical orientation: delinquency is a group phenomenon, shared by children reared in a particular subculture; and this subculture

31 Ibid., p. 22.
is geared to the slums and limits the children's opportunity for achieving success in the large community. These children are partially socialized in conforming values, which provide a basis for rehabilitative work through arousing simultaneous conflicting feelings between delinquent and conforming attitudes and the rejection of the delinquent ones. This process must be carried out in a group in an atmosphere where there is freedom of communication.

Experimentally, the program was set up with two control groups — those placed on probation and those sent to training schools. After five years, the effectiveness of the program was measured by comparing the experimental boys with boys on probation and in training schools according to the percentage who had not been arrested within six months after release. Control boys released from training schools had a higher arrest rate than the experimental and probation boys.

**Principles Which Should Govern Treatment.**

The following are cited as being among the most elementary and obvious principles of treatment:

1. It should be rehabilitative and not punitive
2. It should be based on the most careful diagnosis possible
3. It should be specialized in terms of the individual's need and problems.

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4. It should be provided in as nearly normal social setting as possible.

5. It should employ only the most carefully trained people to work with or handle the child at every stage of the treatment process.

6. It should aim at correcting defects in the social environment as well as in the psychological and emotional makeup of the individual.

It has been stated by the author of one of the best college texts on delinquency that: "The aim is to restore the delinquent to normal living to develop his personality, so that he may function usefully in a society that is conducive to this end." 34

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V. CONCLUSION

Despite encouraging exceptions, carelessness and confusion characterize the treatment of delinquent children in our society, and a much broader coordination of effort, employing the best scientific knowledge and skill is urgently needed. Society's indifference, stinginess, and devotion to archaic concepts and procedures must be overcome. A tragically increasing host of children in trouble are being needlessly lost to social usefulness and denied their inalienable rights of "life, liberty, and the pursuit of happiness."

This paper focuses on points for Christian concern and action, notably the following:

1. The fact that so much current treatment results in further injury to the child

2. The fact that so many children are still being treated punitively, without sympathetic understanding of their basic problems

3. The fact that many children are being needlessly injured by being subjected to official judicial treatment, when their needs could be better met through unofficial agencies and processes

4. The fact that society's best facilities and best-trained personnel are not being made available on a significant scale for the rescuing and redeeming of its delinquent children

5. The fact that so many communities have made little effort to prevent delinquent children from being handled by untrained policemen, to assure that delinquent children will not be detained in jails or
other unwholesome environments, to provide juvenile courts, to provide adequate care for neglected and dependent children, to see to it that probation and other needed services are available and adequate, and to prevent unnecessary dumping of unwanted problem children into so-called correctional institutions.

6. The fact that correctional institutions are so often not corrective, for a variety of reasons, among which may be the lack of adequate financial support, lack of specialization, too much political interference, and et cetera.

7. The fact that juvenile courts and probation practices are so little understood and appreciated in the communities where they exist.

8. The fact that Christian families have responded so little to the need for foster homes for the care and guidance of unfortunate children whose families have failed them.

9. The fact that the church usually has such limited relationship to the children and families who become involved in delinquency.
**Inspection Time**

**Sections:** You can set up a bicycle inspection station at your school. Offer to act the bicycles of your classmates. Label part on the bicycle below and then when you go home tonight inspect your bicycle. Put a check mark under “okay” if the item on your bike is fine. If it needs attention, put a check mark under that column.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>OKAY</th>
<th>NEEDS ATTENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>seat—Is it straight, tight, and the right height?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brakes—Do they stop the wheels quickly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>handlebars—Are they straight and tight?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lights—Are the reflectors clean? Can you see the light from 500 feet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spokes—Are they tight?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wheels—Are wheel nuts tight? Make sure wheel does not wobble.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tires—Check tread and air. Look for bulges, glass, nails.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pedals—Make sure the pedals are on tight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chain—Is it lubricated lightly without dirt and too much grease?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gears—Is the gear unit lubricated lightly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fenders—Make sure the fenders are not touching the wheel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>horn—Can you hear it?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Diagram of a bicycle**

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From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Henry W. Forgan, and Bonnie F. Striibel
Reading Road Signs

Sections: As a bicycle rider, there are many important road signs you should be able to read. We are two pages with eleven important signs. I can look around your neighborhood for these signs and make pictures of these. Make a miniature book of the signs by cutting them out and stapling them together. Number the pages and make a table of contents to show the different signs you have.

---

My Book of Road Signs

by

---

PUSH BUTTON
WAIT FOR SIGNAL

No Loitering
No Fishing
No Swimming

No Trespassing

Motorized Vehicles Prohibited

Dismount and Walk

---

From Read All About It! © 1979 Goodyear Publishing Company, Inc., Harry W. Fergan, and Bonnie F. Striebel
Bicycling is FUN and SAFE when you drive like an expert.

It is easy to spot a good automobile driver watching how he drives. You can spot a good bicycle driver the same way.

Keep bicycling fun by driving like an expert.

WAYS TO SPOT AN EXPERT

An expert on a bicycle obeys all the traffic rules bicyclists. You will see him do these 8 things:

1. Signal for turns and stops.

   ![Signal for turns and stops]

   **LEFT**  **RIGHT**  **SLOW or STOP**

2. Obey all TRAFFIC signs and signals:
   (a) Traffic lights: Green — Go; Yellow — CAUTION; Red — STOP
   (b) STOP signs and crosswalk markings at intersections
   (c) Police officers directing traffic.

3. Yield the right-of-way to pedestrians.

4. Ride alone — only ONE on a bike.

5. Keep both hands on the handle bars, except when signaling, and then one hand.

6. Ride single file — close to the right side of the street or roadway. Make no sudden change of course.

7. Keep the bicycle in good condition:

   ![Bicycle parts diagram]

   1. **GRIPS** tight
   2. **HEAD LOCK** nut-tight, fork free
   3. **SADDLE CLAMP** and bolt tight
   4. **POST BOLT** tight
   5. **REFLECTOR**-CLEAN, not crazed
   6. **COASTER BRAKE** operates smoothly
   7. **CHAIN** proper slack, 1/4 to 1/2 inch.
   8. **HUB NUTS**-TIGHT, wheels free
   9. **WHEEL RIM**-RUN TRUE, UNDENTED
   10. **LIGHTS**-CLEAN, BRIGHT. GOOD BATTERIES
   11. **WING GUARD**-TIGHT
   12. **TIRES**—PROPERLY INFLATED
   13. **YIELD** sign on a bike

8. At Night — Be Seen! Have a good headlight, and a red taillight or reflector.

   ![Reflective tape diagram]

   **REFLECTIVE TAPE CAN BE USED IN ADDITION TO LIGHTS:**

   - WHITE OR SILVER on handle bars
   - WHITE OR SILVER on front or rear fork
   - RED TAPE on rear fender

   **CONTROL IS IMPORTANT!**

   Like a good automobile driver, a good bicycle driver always has CONTROL. Keep your bicycle from wobbling or zig-zagging.

   (can addition)

   **SPORTSMANLIKE BICYCLIST**

   Safe Driver's Pledge

   I promise to drive my bicycle like an expert. I intend to follow all traffic rules and tips on good bicycle driving. My parents have my word that care, courtesy and control will be used at all times. Using my bicycle is a privilege which parents or police may revoke if this promise is not kept.

   Parent  Cyclist
TIPS FOR SAFE RIDING
A few TIPS from expert bicycle drivers who keep out of accidents:
- Keep well back from moving cars — they may stop suddenly.
- Be smart on left turns —
  Drive straight across the street close to the right curb.
  Wait for the light to change.
  Then start off in the new direction — WITH THE LIGHT.
  Walk your bicycle when crossing busy streets and intersections.
- Be alert for pedestrians who might step from between parked cars.
- Be on the lookout for doors of parked cars which might open on the street side.
- Avoid driving too fast down hill, or on rough, slippery roads — Good drivers avoid skids.
- Cross streetcar and railroad tracks fairly straight across — then your bike won’t skid on the tracks.
- Play fair on your bike —
  Show good driving SPORTSMANSHIP to:
  Pedestrians
  Other bike riders
  Automobile drivers.

BICYCLE OWNER'S IDENTIFICATION

NAME........................................AGE...................................
ADDRESS...........................................
Make of Bicycle........Serial No...........
Color.........................Type....................
License No..........................

Watchwords for Bicycle Riders
Always Signal   One On A Bike    Obey Laws
TIPS FOR SAFE RIDING

A few TIPS from expert bicycle drivers who keep out of accidents:

- Keep well back from moving cars — they may stop suddenly.
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  Drive straight across the street close to the right curb.
  Wait for the light to change.
  Then start off in the new direction — WITH THE LIGHT.
Walk your bicycle when crossing busy streets and intersections.
- Be alert for pedestrians who might step from between parked cars.
- Be on the lookout for doors of parked cars which might open on the street side.
- Avoid driving too fast down hill, or on rough, slippery roads — Good drivers avoid skids.
- Cross streetcar and railroad tracks fairly straight across — then your bike won't skid on the tracks.
- Play fair on your bike —
  Show good driving SPORTSMANSHIP to:
  Pedestrians.
  Other bike riders.
  Automobile drivers.

BICYCLE OWNER'S IDENTIFICATION

NAME _______________________________ AGE __________
ADDRESS ________________________________
Make of Bicycle __________ Serial No __________
Color __________________________ Type __________
License No __________

Watchwords for Bicycle Riders
Always Signal One On A Bike Obey Laws
Every year nearly 1000 bike riders are killed by accidents, and every year more than 100,000 persons have disabling injuries from bicycle accidents.

Injuries to adults are more likely to prove fatal, and the severity of accidents increases with older age groups.

Most bicycle accidents are caused by carelessness or lack of knowledge on the part of the rider.

The greatest number of bicycle accidents occur because of traffic rule violations and because of improperly equipped and cared for bicycles.

In almost every case, bicycles are subject to the same traffic regulations as cars, and penalties for violations are usually the same as for motor vehicles.

Be alert. Watch traffic signs. Use hand signals.

Use courtesy and caution at all times.

Not to be reproduced in whole or in part without written permission from Imagination, Inc. 1961 University Avenue, St. Paul, Minnesota 55104
A stands for accidents and I'm sure you're aware
Many are avoidable if the riders take care.

B stands for bundles, which if carried at all,
Must be well strapped else the bicyclist will fall.

C stands for cars, which are dangerous indeed,
And the alert cyclist always takes heed.

D stands for darkness when the accident rate grows;
The risks are reduced if you wear light colored clothes.

E stands for exercise which you get as you ride;
But wet, slippery pavements can cause a bad slide.

F stands for fools, and the risks they will run;
But many are injured while having their "fun".

G stands for gravel which makes risky riding;
Unless riders are careful, they can end up sliding.

H stands for hitching a ride with a truck;
This is deadly to you and ends in bad luck.

I stands for intersections and the hazards they create.
Approach them with caution or you'll tempting fate.

J stands for jinx and this can spell trouble;
So whatever you do, never ride double.

K stands for know-how which keeps bikes in tune;
For careless maintenance will lead to your ruin.

L stands for lights which all bikers should use;
If others can't see you, your life you may lose.

M stands for mishaps which occur all the while;
So always be careful and ride single file.

N stands for night-time when it's difficult to see;
But reflectorized strips more protection will be.

O stands for obeying; signs, signals, and such;
If you don't follow the rules, you'll wind up in dutch.

P stands for pedestrians to be watched with great care;
A mistake on your part can toss them in air.

Q stands for questions which always arise,
Whenever a bike rider is injured or dies.

R stands for questions which always arise,
Whenever a bike rider is injured or dies.

S stands for signals which cyclists should obey;
Or else their remains are soon laid away.

T stands for traffic and its tempo and flow;
The wise cyclist watches for the right time to go.

U stands for "U" turns — they're so easy to do.
They're often illegal and dangerous, too.

V stands for vision and the protection it can give;
The more you're alert, the longer you'll live.

W stands for weaving which is risky to do;
One little mistake and you could be through.

X stands for X-rays which you may not need
If these safety rules you will carefully heed.

Y stands for you, and you must decide
How much it is worth to be safe as you ride.

Z stands for zest which will spice every day
If you practice bike safety while going your way.

Eighty million Americans ride bikes today for pleasure, recreation, and health. Bike riding
is fun for the whole family. If you are a bicyclist, congratulations! If not, why not start now?
Little Pedestrians, squinting in the sun,
One stumbled off the curb.
And then there was one.

But there's a little pedestrian,
Who is enjoying life today,
And by following sound safety rules,
He plans to stay that way.

It is dangerous to be blinded by the sun. Always use caution.

Walking is necessary and fun.
Remember to practice safety at all times.
Little Pedestrians,
Feeling around for kicks,
One tried to hitch a ride,
And then there were six.

Always use great care getting into and out of all vehicles. Don't hitch rides.

Little Pedestrians,
All laughingly alive,
One dined between two cars,
And then there were five.

Never enter roadway from between parked vehicles.

Little Pedestrians,
Aid cars and trucks galore,
One chose the wrong side,
And then there were four.

Use sidewalk if available; if not, walk on the left facing oncoming traffic.

Cross only at corners or marked crosswalks.

And then there were seven.

And then there were eight.
Bicycling, always a popular sport, has enjoyed a tremendous growth in recent years. One out of every six persons now rides a bike for pleasure and physical fitness. But please remember:

- Every 20 minutes a cyclist is injured in an accident. There are nearly 5,000 bicycle injuries a year.
- Nearly half of all bicycle accidents occur during the school vacation months of June, July, and August.
- In seven cases out of ten in which there is an accident involving a bicycle and a motor vehicle, the bike rider is at fault.

Bicycle helmet laws are now in effect in 30 states. They require bike riders under 18 to wear helmets. A helmet law is on the ballot in several states this fall. It is the responsibility of every bike rider to wear a helmet and obey all traffic rules. 

Little bike riders, carefree as could be.
One didn't check his brakes,
And then there were three.

Little bike riders,
Distracted by the view,
One bike truck,
And then there were two.

And then there was one,
Don't ride the center line.
Having lots of fun,
Ah, yes.

Little bike riders,
But there's another way.
By following the safety rules,
Who's still alive today.
Little bike riders,
Cutting up for kicks,
One got too "fancy,"
And then there were six.

Clowning on a bike is dangerous to yourself
and others. Don't be a careless comedian.

Little bike riders,
Hoping and bike,
One didn't know
And then there were five.

Know the proper hand signals
and use them at all times.

Little bike riders,
Heading for the shore,
One hooked a ride,
And then there were four.

The ride you hitch may
be your last. Don't do it!

And then there were eight.
TIPS FOR SAFE BICYCLE DRIVING

1. Signal for turns and stops.
2. Obey all traffic signs, signals and rules.
3. Yield the right of way to pedestrians.
4. Drive solo—only one on a bicycle.
5. Keep feet on the pedals at all times.
6. Keep both hands on the handlebars, except when signaling.
7. Drive with traffic in single file—close to the right-hand side of the roadway and watch for opening car doors.
8. Keep your bicycle in good repair.
9. Equip your bicycle with headlight, reflector, and horn or bell.
10. Always walk bicycle across busy intersections.
11. Drive carefully, especially on wet or slippery streets.
13. Be sure roadway is clear before entering. Avoid busy streets and intersections.
14. Learn to drive in a safe place, keep off busy streets until you can drive well.
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