

The Maritime School of Social Work

A STUDY OF RECIDIVISM AMONG JUVENILE DELINQUENTS

An analysis of the significant characteristics of 106 juvenile delinquents with more than one court appearance and conviction who were known to the Halifax Regional Office of the Department of Public Welfare on March 31, 1960.

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by

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CHAPTER 1

INTRODUCTION

Follow-up studies of Juvenile Offenders point to the fact that existing methods of treating delinquency are ineffectual in many cases. The Gluecks¹ found that of 1000 juvenile delinquents, 797 boys remained offenders after treatment. Carr² in his book Delinquency Control, stated that "taking parolees and probationers together, probably one in four reaches court as a delinquent or a criminal". In his elaborate evaluative investigation Dr. Richard Cabot, who established and subsidized the Cambridge-Somerville Youth Study³ in which three hundred boys in treatment were matched with an equal number of controls, showed that the same number of treatment and control boys turned out to be delinquent after five to seven years of casework service. The only enquiry revealing any success was a study of recidivism among 100 boys at the New York Hawthorne-Cedar Knolls School⁴. These high rates of recidivism indicate that treatment methods must be implemented with basic

¹ Sheldon and Eleanor Glueck, One Thousand Juvenile Delinquents (Cambridge: Harvard University Press, 1934), p. 318.

² Lowell J. Carr, Delinquency Control (New York: Harper and Brothers, 1940), p. 257.

³ Edwin Powers and Helen Witmer, An Experiment in the Prevention of Delinquency: The Cambridge-Somerville Youth Study (New York: Columbia University Press, 1951).

⁴ Bertram J. Black and Selma J. Glick, "Recidivism at the Hawthorne-Cedar Knolls School; Predicted vs Actual Outcome for Delinquent Boys," (New York Jewish Board of Guardians, 1952) p.39.

information about causes.

(A review of the current theory on causes of delinquent conduct in general necessarily covers the causes of recidivism as the factors which tend to lead up to a first offense must be assumed to play a role also in the repetition of crime. Attribution of delinquency to a single cause¹ has gradually given way to the present philosophy of "multiple causation".) By this is meant that

Crime is assignable to no single universal source, nor yet to two or three; it springs from a wide variety, and usually from a multiplicity, of alternative and converging influences....The nature of these factors, and of their varying combinations, differs greatly from one individual to another; and juvenile offenders, as is amply clear, are far from constituting a homogeneous class.

This does not mean that some factors are not more significant than others nor that in an individual case some single cause may not stand out as the most prominent one. In some cases the social and economic conditions may be the only causative factors with no psychological problems being involved. In other cases the social factors are interwoven with psychological causes. Unilateral studies² have been able to show the influence of a particular theory on a certain group of delinquent children. However, what such projects have not been able to show

¹ Sir Cyril Burt, The Young Delinquent (4th ed.; London: University of London Press, Ltd., 1944), p. 599.

² S. Kirson Weinberg discusses these studies in "Theories of Criminality and Problems of Prediction", The Problem of Delinquency, ed. Sheldon Glueck (Cambridge The Riverside Press, 1959), pp. 216-225.

is why under the same conditions some children resort to delinquent behaviour and others do not. The approach of the 'single' cause also fails to prove why different conditions or varieties of factors produce the same type of behaviour. Thus one child's stealing may be a hostile reaction to parental indifference while another may resort to theft as an attempt to gain prestige among his delinquent peers because of a lack of identification with one who represents a sound parental figure.

The theory of multiple causation has at least two important implications. Firstly it implies that an attempt is being made to understand a pattern of behaviour and not merely one manifestation of behaviour such as stealing or truancy. It thereby recognizes that the growth and development of any child is a two-way process of interaction between ("the development of organism and the changing environment it encounters.") Secondly it confirms the soundness of the present philosophy in penology - the principle of individualization. In view of this, a research project based on the case study method seems most appropriate.

The second year students of the Maritime School of Social Work have undertaken a group research project in the field of juvenile corrections. An enquiry into the correctional field was felt to be particularly appropriate at this time for two reasons. First was the developing interest in Penal Reform across Canada and secondly the need for establishing and evaluating existing needs and services in this field. On the national level these two points have

already been emphasized in two basic documents, the Archambault Report¹ and the Fautoux Report². Implementation of the recommendations of the latter study was initiated by the appointment of a Correctional Planning Committee by the Minister of Justice. Another promising development was the setting up of the first Canadian Congress of Corrections in Montreal, May, 1957.

On the local level (Halifax City) a further justification for the study came from the fact that research into this area was extremely limited³.

The scope of the group project has been limited to the field of juvenile corrections by reason of the researchers' interest in this age group and by the availability of resources for the study. For definitive purposes a juvenile delinquent means:

"any child who, while apparently or actually under the age of sixteen years, has violated any provision of the criminal code or any by-law or ordinance of any municipality, or who is guilty of sexual immorality or any similar form of vice, or who is liable by reason of any other act to be committed to an Industrial School or Juvenile Reformatory under the provisions of any Dominion or provincial statute."⁴

¹ Report of the Royal Commission to investigate the Penal System of Canada (Ottawa: Queen's Printer, 1938).

² Report of the Committee appointed to enquire into the Principles and Procedures Followed in the Remission Service of the Department of Justice of Canada (Ottawa: Queen's Printer, 1956).

³ One previous study was undertaken. See "Incidence of Juvenile Delinquency" (Unpublished Report, Corrections Division of the Halifax Welfare Council, 1959).

⁴ Dominion of Canada Statutes, The Juvenile

The emphasis of the social worker has been on an understanding of the inter-personal relationships and of the total needs of the individual who commits a delinquency. Thus with the orientation to social work, the researchers have drawn up the following group hypothesis; that the plans for care and treatment of the juvenile offender should be based on the psychosocial evaluation of the child rather than on the particular misdemeanor which is symptomatic of his problem. The universal sample of the group project consists of 176 delinquent boys and girls receiving service from the Halifax Regional Office of the Department of Public Welfare on March 31, 1960. Three categories of service, as they were known by this agency were utilized; probation, institution and after-care. Probation is the supervision given by the Probation Officer to the offender who is released by the court to his own home or a foster-home. Suspended sentence is included in this term. Institution refers to the Judge's disposition of the offender to a correctional institution. After-care is the service given by the After-care Officer to the child on discharge from the institution. The particular plan of this thesis is the exploration of persistency or repetition in delinquency. The scope of the project was limited to 106 recidivists. For the purpose of this study, a recidivist was defined as any child who had appeared more than once before the court and had been convicted.

This definition does not include those children with more than one offense who appeared only once in court nor does it include any child placed in an institution by warrant of the Director of Child Welfare without a court appearance. An exploratory and descriptive enquiry, the study will undertake an analysis of certain significant characteristics of the juvenile recidivist. It is hoped that an analysis of the characteristics of these children with exaggerations of delinquency patterns will have value not only in underscoring the patterns of less frequent offenders but in resulting in better understanding of the recidivist himself. A study of this nature also has importance in pointing up new areas of significance for future research.

Primary data collected by means of a schedule drawn up by the group are drawn from the case records at the Halifax Regional Office of the Department of Public Welfare, the Nova Scotia School for Boys and the Halifax Mental Health Clinic for Children. Data from the time of the opening of the case to September 30, 1960, were utilized. Secondary data were acquired from the Social Service Index, from information obtained from community leaders interviewed by means of a schedule and from bibliographical material drawn from past research projects on delinquency and from the field of social work in particular. As the records from which the data were taken were not written for research purposes, one of the major limitations of the study consists of the resulting gaps and differences in recording. The

boundary date for collection of data was September 30, 1960. This researcher relied chiefly on primary data although some use of bibliographical material to evaluate and compare findings is made.

Factors under study are age, sex, offense, disposition, schooling and family structure. These factors have been chosen on the basis of objectivity and availability. While each factor will be analyzed individually for the sake of clarity, emphasis will be placed on the interdependence of factors and case analysis will be undertaken against the background of the whole person. Statistical tables will be used to point out trends.

It is hoped that this part of the group research project, which has as its particular concern the study of recidivism among 106 juvenile offenders will highlight the significant characteristics of the juvenile repeaters and will result in a more penetrating understanding of the child who acts out his needs in repeated delinquencies.

CHAPTER II

AN ANALYSIS OF THE RECIDIVIST ACCORDING TO THE FACTORS OF AGE, SEX AND OFFENSE

Since earliest times the term delinquency has maintained an age connotation. Roman law held children between the ages of seven and twenty-five responsible for their acts. The Napoleonic Code stated limited responsibility for children under age eighteen. English common law accepted age seven to eighteen as the years during which children could be brought before the court for violating society's sanctions. Wide divergence in this area exists across Canada even today as there is no uniformity regarding the age one may be termed delinquent.¹ In Nova Scotia a juvenile delinquent means any child apparently or actually under the age sixteen. Concern with chronological age assumes importance in relation to treatment. Age determines settlement in a juvenile court rather than a criminal court. When the delinquency definition is applicable to a specifically limited age group, children under the age determined by law cannot be adjudged delinquents. Consequently these younger boys and girls are protected from commitment to a correctional institution. This concern with age has been maintained by many researchers in their studies to determine if delinquency has any special relation to a particular age

¹ Jeanne D'Arc Lemay-Warren, "Juvenile Delinquency in Canada", Canadian Conference on Children, Book 5 (Westmount, Quebec, 1960), p. 3.

group.

The relation of age to recidivism has been the concern of a number of investigators but there appears to be little consistency in their findings. Thom and Johnston¹ point out "that it is an inherent quality of youth to reorganise its social attitudes so that it may eventually fit into society without conflict". Healy and Brenner² found that early age at the onset of treatment had no particular relation to success and that the length of time during which the delinquent had been an offender offered no barrier to successful treatment. The Gluecks felt that success was commensurate with maturation - that this is achieved not at any particular chronological age and sometimes not at all. They state that improvement in conduct occurs;

"after the anti-social impulses have run their course; and this process seems to take about the same length of time regardless of whether delinquent conduct first occurs in childhood or during adolescence."³

Kirkpatrick⁴ found age to be significantly related to

¹ D. A. Thom and F. S. Johnston, "Time as a factor in the Solution of Delinquency," Mental Hygiene, XXV (1941), pp. 269-287.

² William Healy and Augusta F. Brenner, New Light on Delinquency and Its Treatment (New Haven; Yale University Press, 1936) pp. 190-191.

³ Sheldon and Eleanor Glueck, Juvenile Delinquents Grown Up (New York; The Commonwealth Fund, 1940, p. 104.

⁴ Milton E. Kirkpatrick, "Some Significant Factors in Juvenile Recidivism," American Journal of Orthopsychiatry, VII (1937), pp. 349-358.

recidivism and reported an increase in the percentage of recidivism for successive ages up to fourteen followed by a decrease with increasing age after age fourteen. This peak at age thirteen appears to be a common feature of the findings of other researchers as well. Thus Carr-Saunders finds the average age of his delinquents at the time of their first court appearance to be thirteen.¹ Similarly the Gluecks² in their latest research study state twelve point five years to be the average age of the offenders they studied. These results strongly suggest that one of the factors contributing to a greater understanding of the repeated delinquencies of these children is their age. Its significance lies in the fact that it typifies a stage of special development - that of adolescence. In view of the many frustrating conditions that surround adolescence, it is not surprising that children who act out their conflicts characterize this period by a correspondingly large amount of aggressive behaviour. Thus of 163 variables in his study, Arbuckle³ chose ten having significance to recidivism and age

¹A. M. Carr-Saunders, Hermann Mannheim, and E. C. Rhodes, Young Offenders; An Enquiry into Juvenile Delinquency (Cambridge: University Press, 1942), p. 121.

²Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), p. 27

³Dugald S. Arbuckle and Lawrence Litwack, "A Study of Recidivism Among Juvenile Delinquents", Federal Probation XXIV (December, 1960), pp. 45-48.

at the time of the first court appearance and age at time of the first commitment to a training school were two important ones. He felt that the older boys were more likely to succeed on parole as younger boys seemed to find the dual problem of entering adolescence and the training school to be too much for them and they tended to repeat anti-social behaviour upon parole much sooner and more frequently.⁶

The researcher will now explore the age factor of the group under study.

Table 1 shows the distribution of the 106 re-
cidivists according to age, sex and category of ser-
vice as of March 31, 1960, the date that determined
the identification of the sample. Fifteen boys and
three girls were receiving probation service, fifty-
six boys and six girls were in correctional institutions
while twenty-five boys and one girl were under the super-
vision of an After-care officer. It is noticeable that
the highest concentration in the group of boys was in
the fourteen and fifteen age range. The girls tended
to be older, seven of the ten falling in the fifteen
and sixteen age groups. Nearly one-third of the total
group of thirty-five children had appeared at least
twice before the court before they had reached fourteen
years of age. This suggests strongly that the recidivist
makes his first court appearance at a very early age.

⁶ Ibid.

Table 1
 Distribution of 106 Recidivists According to
 Age and Category of Service
 As of March 31, 1960

Age in Years	Probation		Institution		After-Care		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
9 and under 10	1	0	0	0	0	0	1	0
10 and under 11	2	0	2	0	0	0	4	0
11 and under 12	2	0	5	0	0	0	7	0
12 and under 13	1	0	6	1	0	0	8	1
13 and under 14	0	1	13	0	0	0	13	1
14 and under 15	3	1	15	0	0	0	23	1
15 and under 16	6	1	15	2	8	1	29	4
16 and over	0	0	2	3	9	0	11	3
TOTAL	15	3	56	6	25	1	96	10

Source: Master Table.

Age at the time of the first court appearance was therefore tabulated for the group.

TABLE 2

DISTRIBUTION OF 96 RECIDIVISTS
ACCORDING TO AGE AT THE TIME
OF FIRST COURT APPEARANCE

Age in Years	Number of Children	
	Male	Female
Under 8	1	0
8 and under 9	7	0
9 and under 10	11	0
10 and under 11	13	2
11 and under 12	12	0
12 and under 13	7	2
13 and under 14	4	2
14 and under 15	13	3
15 and under 16	8	1
TOTAL	86	10

Note: The date of the first court appearance of 10 males was not recorded.

The significance of Table 2 lies in the clearly demonstrated fact that recidivism is not peculiar to any particular age but may occur at any age. There does not seem to be any relation between recidivism and early appearance in court. The distribution as shown for this group is not significantly different from that of other studies¹. Forty-five point eight per cent of the boys appeared in court for the first time when they were under twelve years of age while forty-three point eight per cent were not formally charged and convicted until they were

¹"Supra, p. 2."

twelve years or older. The nine to eleven age group represents thirty-six boys while thirty-five boys fall in the thirteen to fifteen age group. Eight of the ten girls did not appear in court until adolescence or twelve years and older. Some difference in age is evidenced between the sexes; the girl recidivists tending to commit their first formally charged offense at an older age than the boy repeater. These results indicate the need for a comprehensive diagnosis of the individual child and a treatment plan appropriate to his needs. Difference must be considered not only in personality and environment needs but in needs peculiar to development as represented by various age groups.

Interpretation of Table 2 must include awareness of the fact that the first offense is not necessarily represented but merely the time of the first offense and court conviction. Undoubtedly many offenses go undetected while many others have no formal charge. Still others are dismissed for lack of evidence. Knowledge of the time of the actual first offense would no doubt be of great significance but the discovery of this knowledge is, on a practical basis, impossible.

Table 2 has still greater significance in the light of the findings of age at the time of the last court appearance as represented in Table 3.

The last court appearance, prior to September 30, 1960, for the boys is most frequent at age fourteen. However, thirty-two point eight per cent is not outstandingly

high and again a scatter among all age groups is evident. The small number of girls in the sample invalidated the use of percentages. The tendency for girls to appear in court at an older age than boys is substantiated by this table's figures.

TABLE 3
DISTRIBUTION OF 106 RECIDIVISTS
ACCORDING TO AGE AT LAST
COURT APPEARANCE

Age in Years	Male		Female Number
	Number	Percent	
9 and under 10	1	1.0	
10 and under 11	4	4.1	
11 and under 12	8	8.2	
12 and under 13	9	9.3	2
13 and under 14	23	23.9	1
14 and under 15	31	32.8	1
15 and under 16	13	13.5	6
16 and over	3	3.1	
Not recorded	4	4.1	
TOTAL	96	100.0	10

Roger Nolen is representative of the group for age at the time of his first and last court appearance.

Roger's first court appearance occurred at the age of ten years and his fifth and latest court appearance occurred two months after his fourteenth birthday. Roger's delinquencies during these four years were many and varied. Charges of assault, break entry and theft, theft, vandalism, truancy and mischief to wit were laid against Roger at one time or another. A closer look at these offenses defines assault in Roger's case as hitting a small girl and taking \$3.18 from her. His first theft was three dozen beer bottles from a neighbour's basement. Other thefts involved soda pop from

a delivery truck, shop-lifting from the local store, 5 lbs. of butter, 37 pints of malted milk, weiners, bicycles, a flash light and money from milk bottles. Break, entry and theft occurred in two different churches in the neighborhood from which he took a set of dishes, some religious statues and a small quantity of money. Vandalism involved throwing rubbish in a man's well, breaking windows, upsetting a motorcycle, draining gas from its tank, upsetting flowers in a vase and upturning furniture. Frequent truancy from school was another problem. For these and other offenses similar to them Roger had been first placed on probation. After a week he violated his probation and was placed in a correctional school for seven months. Roger was institutionalized three further times for periods of eight, nine and seventeen months respectively. He is still in the Institution.

A closer look at the home situation revealed that Roger's various offenses were part of a general delinquent pattern produced by grossly poor environment factors and inadequate parents.

Roger is the middle child of three children. Mark, Roger's senior by two years, was also known to the Juvenile court and committed many of his offenses with Roger. All three children are mentally retarded. The father, an unskilled laborer, is unemployed. The family is supported by social assistance and the mother's meagre earnings as a cleaning woman. They live in a three-room shack. Both parents are mentally deficient and totally incapable of maintaining any controls on the children. Although they are said to be interested in their children they lack any understanding into their delinquent behavior and tend to condone the children's behavior by blaming it on outside causes.

In the absence of sound parental standards and with lack of adequate supervision and the paucity of even food and shelter, Roger turned to his delinquencies.

Roger's case is illustrative of many in the total sample. Prevention and treatment involve much more than individual treatment for the child in the correctional school. They become a matter of slum clearance, intelligently planned attention from welfare agencies and generally greater help from the community. It may often be questioned whether Roger is a neglected child or a delinquent child.

In order to ascertain the degree of recidivism among the group, a study was made of frequency of offense. Due to uncertainties in the record, the number of offenses could not be tabulated with any accuracy. However, the number of court appearances of the 106 children can be seen in Table 4. It should be noted that a child might be charged with one or more offenses at a single court appearance but for tabulation purposes this was counted as only one court appearance; also only those court appearances where convictions were made appear in the table. As September 30, 1960, was the closing date for collecting data, the table represents court appearances that took place before that date.

Forty-six boys and six girls appeared twice before the court while twenty-seven boys and four girls accounted for three court appearances each. Thus with 78.3 per cent of the total group responsible for not more than two or three court appearances each, the average number of court appearances was 2.6; a figure that is not excessively high. It would appear that a large number of the total sample

(176 children) are recidivists but that the degree of recidivism is not significantly great. These findings must be considered indicative rather than conclusive as it is likely that some of these children had previous records at the Juvenile court, data which were not available for this research project.

TABLE 4

FREQUENCY OF COURT APPEARANCES
OF 109 RECIDIVISTS AS OF
SEPTEMBER 30, 1960

Number of Court Appearances	Number of Recidivists	
	Male	Female
2	46	6
3	27	4
4	9	
5	4	
6	3	
7	2	
8 and over	2*	
Not recorded	1	
TOTAL	96	10
Average number of court appearances 2.6		

*One child had eight court appearances.
One child had eleven court appearances.

For a more accurate assessment of the degree of recidivism among the 106 children a study of the nature of the offense is indicated in Table 5. Theft varying in degree from automobile theft to petty thievery such as candy or pop was the most common offense committed by the recidivist making up 44.5 per cent of all the offenses. According

to the statistics tabulated by the Dominion Bureau of Statistics¹ in 1958, the same offense, theft, occurred with the highest frequency among other offenses in Nova Scotia, although the percentage (31.2) was not as high as that noted for this recidivist group.

TABLE 5

INCIDENCE OF THE NATURE OF THE OFFENSE
FROM THE TIME OF THE OPENING OF
THE CASE TO SEPTEMBER 30,
1960, FOR 106
RECIDIVISTS

Type of Offense	Number	Per cent
Theft	85	44.5
Truancy	31	16.1
Vandalism	21	11.0
Break, entry and theft	16	8.4
Break and entry	16	8.4
Violation of Probation	6	3.1
Assault	2	1.1
Other*	14	7.4
TOTAL	191	100.0

*Arson, possession of stolen bicycle, pushing Lobsters, Unmanageable ward, drunk and disorderly, robbery with violence, illegal possession of liquor, vagrancy, being in possession of an open bottle of gin, persistent misbehaviour in school

**The nature of twenty five offenses was not recorded.

Truancy accounted for the second highest number of court appearances although a decided drop in percentage is noted; 16.1 per cent representing the figure for truancy. This appears to be a significant characteristic of the

¹Juvenile Delinquency, 1958. (Ottawa; The Queen's Printer and Controller of Stationery, 1960.)

repeaters when compared to the second most common offense in Nova Scotia in 1958¹, break and entry, which comprised 25.8 per cent of offenses. In relation to the truancy incidence (7.3 per cent) in 1958 the figure for this study is over twice as high. Vandalism representing 21 offenses or 11.0 per cent of the total is next in line, compared to 106 offenses of property damage or 16.9 per cent of the total in 1958². The incidence of assault in the group is significantly low at 1.1 per cent. Although the nature of twentyfive offenses was not recorded, the results of Table 5 retain validity in indicating the general trend in the group. By far the greater number of offenses are those committed against property. The rarity of offenses against the person is also to be noted. The complete absence of any formal conviction of a sexual offense is also very significant. The findings indicate that the offenses that tended to be repeated by the recidivist are not the offenses of greatest seriousness. Theft was the most common offense among the boys. The incidence of offenses of truancy was noticeably high among the girls as these accounted for the offenses of seven of the ten girl repeaters.

It has been noted that the offenses that are repeated most often are theft and truancy. Case analyses

¹"Supra".

²"Supra".

suggested that many charges brought against the child are not, by their nature, delinquent acts. For the purposes of this thesis, a legal definition¹ was accepted. In simple terms, then, a delinquent act is a law violation. In some cases, however, the definition appears to embrace acts that in no way violate society's legal code. The case of the unmanageable ward may serve as an example.

Allister Dixon is a twelve year old boy who presents a picture of severe dis-organization from his earliest years. By age five he was such a behaviour problem, including acts such as burning baby carriages, breaking parking meters, stealing money and wandering the streets without supervision, that his mother was unable to handle him and he was made a ward. There followed a series of foster-homes and several stays in the Orphanage. At the age of seven years ten months he was charged with being an unmanageable ward and was placed in the Nova Scotia School for Boys where he remained four months. Released to a foster-home he was continually in difficulty involving problems of lying, stealing, truancy and setting fires. Five months later he was re-committed, again as an "unmanageable ward" for a period of twelve months. His adjustment was no better on his second after-care period and intermittent moves from foster-home to Orphanage proved no solution. At the age of twelve Allister is back again in the Nova Scotia School for Boys.

One aspect of this case is obvious. Allister needs attention. Many unmanageable children like him require protection. However, although he is a behaviour problem his difficulties do not pertain to law violation. Therefore

¹"supra" p.4.

the appropriateness of commitment to a correctional institution for delinquent children as treatment of choice for Allister needs further exploration. Also indicated is the community need for greater facilities to give assistance to families with children like Allister.

Curfew violations may well be questioned as to their validity as delinquent acts. The case of Ira Norwood may be taken as an example.

Ira is a sixteen year old boy who has appeared in court eleven times. He was first apprehended for roaming the streets at ten years of age and placed on probation after being found guilty of 'curfew violation'.

The home situation revealed a simple picture of lack of supervision. Two years previously when Ira was eight his alcoholic father deserted the family. At that time the mother started working and the children were virtually left on their own. Shortly afterward Ira and his three brothers were apprehended and made wards on the basis of neglect. Four years later the children returned to their own home. Not six months later Ira was brought to court on several charges of break and entry. He is now in the Nova School for Boys.

The relationship between the type of offense (curfew violation) and parental neglect is clearly illustrated in this case.

To sum up, the researcher has attempted an analysis of one hundred and six juvenile recidivists according to the factors of age, sex and offense. Of the seventeen girls in the universal sample ten appeared before the court more than once and were convicted of their offense. Ninety-six of the one hundred and fiftynine boys were recidivists.

according to the definition accepted by the researcher for this study. The proportion of recidivists among the boys was not significantly different from the girls; in fact the ratio was almost identical for both groups. The range of the ages at the time of the first and the last court appearance was broad, indicating that recidivism might begin within any age group. In general there did seem to be an increase in repetition of delinquencies up until age fourteen, followed by a gradual decline in the upper end of the age range. The girls tended to be older than the boys by a year or two. The incidence of boy repeaters, sixty point three was high but the average number of court appearances for both sexes was not great at two point six. The researcher felt there was significance in the heavy weighting of offenses against property as opposed to the marked infrequency of offenses against the person. Theft among boys and truancy among girls were the most common offenses. Case analysis indicated that very often these types of offenses were closely associated with symptoms of neglect. The reader may question why these particular children became recidivists. The need to explore the plan of treatment at the time of the first offense was most apparent in the cases studied.

CHAPTER III

DISPOSITION OF CASES

It has been shown in Chapter II that it is the individual rather than the offense that must be studied if the behavior of the delinquent is to be understood. It follows then that in deciding upon a disposition the judge must ensure that "the disposition is realistically related to the causes of this youngster's behavior and not merely to the specific offense for which he is appearing in court."¹ In meeting the needs of children the judge can only choose among those dispositions set down by law. His choice is further limited by the availability of community resources. Thus while probation may be the most appropriate disposition for a case, its effectiveness will necessarily be undermined if the probation officer is pressured by too heavy a caseload. Similarly the realization that a child needs a specialized type of institutional care is of little value if there is no such appropriate institution in existence or if a long waiting list makes immediate treatment of the child impossible.

The two dispositions most commonly used,

¹ "Disposition and Treatment", The Problem of Delinquency, ed. Sheldon Glueck (Boston: Houghton Mifflin Company, The Riverside Press, 1959), p. 581.

probation and commitment to a correctional institution, will be studied in this chapter. Probation means supervision of the child in his own home or a foster home by a Probation Officer of the Halifax Regional Office of the Department of Public Welfare. "Temporary" probation and suspended sentence are classed here as probation. In Nova Scotia there are three juvenile correctional institutions, The Nova Scotia School for Boys in Shelburne which receives all the male juvenile delinquents, The Maritime Home for Girls at Truro which serves the Protestant delinquent girl, and Saint Euphrasia's Training School in Halifax which treats the Roman Catholic delinquent girl.

"No longer is there insistence upon one best method of taking care of all children presenting problems of social maladjustment",¹ rather emphasis today is on trying to determine which children need which type of service and for how long. Choice of probation as the appropriate means of rehabilitation should be made only if certain positive elements are present in the environment.

"The home surroundings must appear sufficiently conducive to the proper upbringing of the child, and the adjustment of the boy or girl in an atmosphere of freedom, as the ordinary community life provides it, must be feasible, with the help of

¹ Herbert D. Williams, "Foster Homes for Juvenile Delinquents", Federal Probation XIII (1949), pp. 46-51.

the court's supervisory authority.¹

Probation must never be chosen routinely as disposition for the first offense nor automatically avoided for the second or third offense, although there was evidence of a general pattern of use of probation for first offenses and institutional commitment for second offenses.

This trend is evident in both Table 6 and 7.

Fraser Isaac was brought before the court at the age of nine on a charge of break and entry. The presentence report revealed that this offense was committed in an attempt to find a place to sleep for the night after he had run away from home. Fraser's history revealed a pattern of running away that dated back to the time he was a toddler. The third boy in a family of eight, Fraser's mother and father were both found to be very interested and concerned about the boy's behavior. They had sought help four years previously from the Child Guidance Clinic. A particularly close relationship existed between the boy and his mother. Fraser's father, a man highly respected in the community, held a good position although his job in the service necessitated his being away from home a good deal. In school Fraser had passed each year although his teachers felt he was not using his intellectual ability which psychological testing proved to be in the high average range. Both parents and teachers described him as "easy going" and apart from his frequent runaways he was no discipline problem. There was no evidence that he was causing any disturbance to the community. Yet after two months on probation Fraser was found guilty again of break and entry while seeking a shelter during a runaway and committed to a correctional institution.

The above case illustrates a severe and per-

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John Otto Reinemann, "Probation and the Juvenile Delinquent", The Problem of Delinquency, ed. Sheldon Glueck (Boston: Houghton Mifflin Company, The Riverside Press, 1959), p. 615.

sistent behavior problem indicative of some psychological insecurity. Projective testing did reveal conflicts centering around family relationships and authority. Fraser craved his father's attention and found the competition of his seven siblings for parental affection too much to handle; thus his escape in frequent wandering. The boys' problem, his age, his background, and his parents' attitudes would indicate probation was the appropriate measure and it might be questioned whether continued probation rather than commitment might have been better for the second offense. Certainly the two month probationary period was too short for a child such as Fraser to receive much benefit from a constructive relationship with authority. Moreover, there was definite indication that these parents might have been helped to give Fraser the security he so desperately needed at home. His delinquencies, if they may properly be termed that, were in no way harmful to the community. Institutional commitment did not seem warranted and was quite probably harmful to the child, causing still further estrangement from his family. It is known that Fraser's behavior did not improve and he was committed a second time at the age of eleven for the same type of offense.

On the other hand, commitment to an institution may be the kind of care most beneficial to many delinquent

children. Ruth Gilman states what the institution can offer the child:

Group living offers a child a group of his own contemporaries, a share in their interests, an identification with a larger whole, offers the impersonality of rules established for the group and not for him alone. It offers staff and house parents interested in him but without need to ask for affection from him.¹

Children whose homelife is grossly inadequate, children who need a controlled environment to learn socially acceptable behavior and more successful interpersonal relationships, children who need the protection of limits can benefit from the correctional school.

Cecil Larkin is a child whose good adjustment at the training school was maintained after his re-entry into the community.

Cecil appeared before the court when he was fourteen years old and found guilty of car theft. Two days later he appeared before a court in another district on a charge of break, entry and theft. As the first disposition was commitment, Cecil went to the correctional school on both charges. An investigation into the home situation revealed a picture of chronic marital discord, accentuated by a problem of heavy drinking on the father's part. Both parents acknowledged their inability to handle Cecil, claiming "he was out of hand and refuses to obey". The situation in school was just as unsatisfactory. Cecil at fourteen was repeating the sixth grade. Truancy was a persistent problem as well and just prior to his first court appearance he refused to return to school at all.

An extremely impoverished home situation

¹ Ruth Gilman, *Foster Home Care for Delinquent Children*, *The Problem of Delinquency*, ed. Sheldon Glueck (Boston: Houghton Mifflin Company, The Riverside Press, 1959), p. 615.

characterized by marital discord and parental inadequacy together with unsatisfactory achievement in school made Cecil a poor risk for probation and indicated that he could best be helped by treatment in the correctional school. After a five month commitment period Cecil's improvement was so marked he was released to his own home under the supervision of the after-care officer. Cecil maintained this satisfactory adjustment during his after care period. He obtained and held a steady job as a laborer and got into no further trouble with the law. A year after his release from the institution the case was closed. The worker felt Cecil's behavior was satisfactory and supervision was no longer necessary.

The writer wished to show through the above two case analyses that the disposition chosen by the judge must be justified by its appropriateness as a type of service to the offender, his family, and the community. Probation and commitment should never be used automatically as for example probation for delinquents who commit minor offenses and institutional care for the more serious offenses. Nor should the first offense necessarily mean probation and the second, commitment. Rather disposition should be determined by the needs of the child. The judge sends the child to a controlled environment not because his delinquency is worse than that of another child but because the institution offers

him a type of service he cannot receive in his own home. Similarly probation is used only when it would seem to have something more positively rehabilitative to offer the child than commitment to a correctional institution.

In order to demonstrate further the use made of probation a table was drawn up to show the number of times the children were on probation before they were committed and the number of children for whom probation was used after they had served a period in the institution for a previous offense.

TABLE 6

DISTRIBUTION OF COURT DISPOSITIONS SHOWING
THE USE MADE OF PROBATION PRIOR AND
SUBSEQUENT TO COMMITMENT TO A
CORRECTIONAL INSTITUTION

Disposition	Number of Children
One Probation Period Prior to Commitment	43
Two Probation Periods Prior to Commitment	16
Three Probation Periods Prior to Commitment	4
Four Probation Periods Prior to Commitment	1
One Probation Period Subsequent to Commitment	6

Table 6 shows that by far the largest number of children (43) had only one probationary period and

were then committed to the institution. Sixteen children had two probationary periods prior to commitment but probation was used three times in only four cases and four times in only one case. It is evident from this table that once a child has been committed to a correctional institution, probation is seldom used. In this group only six children had been placed on probation after they had been committed. This low figure may be accounted for in part by the fact that upon release from a correctional school, each child automatically comes under the supervision of the after-care officer and this service rather than probation was used in some cases. The fact that a child is receiving after-care service should not limit the judge's choice of disposition however, again, no one type of service should be used routinely without consideration of the other possible dispositions.

Sheldon Glueck clearly states what is involved in the sentencing process.

To individualize, in the case of the specific offender, means, first to differentiate him from other offenders in personality, character, socio-cultural background, the motivation of his offense and his particular potentialities for reform or recidivism, and, secondly, to determine which, among a range of disciplinary, corrective, psychiatric and social measures, is best adapted to solve the special set of problems presented by that particular delinquent so as substantially to reduce the probability of his committing crimes

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in the future.

A closer look at the dynamics behind the delinquencies of some of these children may help to show whether in fact disposition was based on the philosophy of individualization.

Clarence Flinn comes from a broken home. His father deserted the family when Clarence was one year old and has not been known to Mrs. Flinn since. Difficulty between the parents dates even further back as the father's departure was precipitated by a charge of non-support laid by his wife. Rather than appear in court he fled to another province. Clarence's mother then was left with the care and maintenance of her little son. As Mrs. Flinn had to work, the care of Clarence was left to his grandparents who were living with their daughter at the time. Described as a neurotic person, Mrs. Flinn had a chronic health problem; she was tense, nervous and easily upset. Dependable and responsible at work she was able to provide for Clarence's physical needs. However, Mrs. Flinn had always felt the strain of disciplining Clarence and throughout the years felt her attempts at handling her son were thwarted by the interference of the grandparents. As Clarence became more of a behavior problem, his mother gradually assumed an over protective attitude to which Clarence immediately reacted with some resentment and embarrassment. At age fourteen Clarence appeared before the court on a theft charge. He was found guilty and placed on temporary probation awaiting assessment at the Child Guidance Clinic.

This was clearly a case of inconsistent parental handling resulting in an ambivalent relationship between mother and son. The pressures of environmental circumstances were contributing factors but not so great as to

1
Sheldon Glueck, "The Sentencing Process", The Problem of Delinquency (Boston: Houghton Mifflin Company, The Riverside Press, 1959), p. 569.

warrant the child's removal from the home. The mother's attitude was positive and her motivation good. Help with understanding and handling Clarence for Mrs. Flinn and therapy for the boy as recommended by the court seemed to be the appropriate treatment measures. The mother's handling did improve, she moved away from her mother and progress was seen in the year that followed.

Hilda Kent was placed on probation when she was charged with truancy at age fourteen. Although her parents were married and living together, the home atmosphere was strained. The parents had been separated when Hilda was about nine years old and this necessitated her being placed in an orphanage on two different occasions. When living with her parents, Hilda was continually moving about as the family moved from house to house, depending on the money available for rent. Hilda's father was an alcoholic and has been frequently in jail for intoxication. He was a sporadic worker and failed to provide an adequate income. The family could not have stayed together without the financial support of Hilda's two older sisters. Mrs. Kent was interested in keeping the family together and her relationship with Hilda was good.

The environmental pressures to meet daily needs were very great in this family and the general emotional atmosphere in the home was not good. Hilda's problem of poor school attendance was understandable in the light of the family situation. If Hilda was to be helped in her own home some provision would have to be made for financial assistance to meet the basic needs of the family. A foster home might be an alternate plan for a child such as Hilda.

Ten-year-old Albert Cooper was charged with

several offenses at his first court appearance and placed on probation. He had stolen pop bottles to sell for cash, and was guilty of breaking windows and a considerable amount of other property damage. He was a behavior problem in school, constantly in fights with other boys. Ten years old, in grade two, his school work was said to be closer to the primary level. Although interested in the boy and very concerned about getting help for him, both mother and step-father found it impossible to handle him. The community was complaining of Albert's behavior.

Unmanageable at home, doing poorly at school both in deportment and academic progress, disrupting to the community, it could hardly have been expected that Albert would make profitable use of probation. The psychological tests given at the time of his second court appearance two months later for truancy revealed Albert's Intelligence Quotient to be only 71 placing him in the low borderline range. The psychologist's recommendation of a school for the mentally retarded was not carried out because of that institution's long waiting list and a further period of probation was used. In a short time Albert was in trouble again and committed to the correctional school where the program is not designed to meet the needs of children such as Albert.

Perhaps the most important adjunct to the juvenile court is the Child Guidance Clinic. Of the 94 families comprising the example under study 22 had contact with the Halifax Child Guidance Clinic. This

number appears to be rather low in view of the fact that these 94 children had committed repeated delinquencies. While many of these families are not motivated for long term therapy, psychiatric assessment to aid in choice of treatment plan seems essential.

Had psychiatric assessment been used more extensively quite possibly the type of service used in many of the cases would have been different than that actually effected. This would seem especially true in the cases of children who committed second and further offenses.

TABLE 7

DISPOSITION OF 106 RECIDIVISTS ACCORDING TO
NUMBER OF COURT APPEARANCES

Number of Court Appearances	Male		Female	
	Institution	Probation	Institution	Probation
First	17	62	1	9
Second	57	26	3	7
Third	28	10	4	
Fourth	9	6		
Fifth	10	1		
Sixth	3	1		
Seventh	1	0		

Notes: The disposition of fifteen court appearances was not recorded.

Table 7 shows the disposition of 106 repeaters according to the number of court appearance. Sixty-two boys and nine girls were put on probation for their first offense while seventeen boys and one girl were placed in a correctional institution. Among second time offenders twenty-six boys and seven girls were put on probation and three girls and fifty-seven boys were sent to correctional institutions. This table clearly indicates that probation was the favored disposition for first offenders while commitment to the institution was the next frequent disposition for second offenders. After the second court appearance and up to and including the seventh court appearance the institution appears to be used more than the probation service.

Of the 106 children in the sample, all but 13 had spent some time in a correctional institution. Age at the time of their first commitment is presented in Table 8.

This table is significant in showing that commitment was not particularly related to any one age. Rather the table portrays a concentration at age 10, levelling off at 11, rising again at age 12 and 13, and reaching a peak at age 14.

TABLE 8

AGE OF 93 RECIDIVISTS AT TIME OF FIRST COMMITMENT
TO A CORRECTIONAL INSTITUTION

Age in Years	Male		Female	
	No.	%	No.	%
Under 8	1	1.0		
8 and Under 9	2	2.0		
9 and Under 10	3	3.0		
10 and Under 11	16	18.6		
11 and Under 12	10	11.6		
12 and Under 13	14	16.2	2	28.6
13 and Under 14	13	15.1		
14 and Under 15	17	19.7		
15 and Under 16	7	8.1	5	71.4
16 and Over	1	1.0		
Not Recorded	2	2.0		
TOTAL	86	100	7	100

A study of length of first and second commitments as given in Table 8 proved equally interesting. The average length of first stay was 8.6 months and only 5.9 months for the second stay. Nearly a tenth of all the children committed were in the correctional institution less than 4 months for their first stay and

only 20% stayed more than one year.

TABLE 9

LENGTH OF STAY DURING THE FIRST
AND SECOND COMMITMENT
TO A CORRECTIONAL
INSTITUTION OF
BOYS

Length of Stay	Number of Boys at First Commitment	Number of Boys at Second Commitment
Under 4 months	6	1
4 and Under 7 months	16	8
7 and Under 10 months	18	9
10 and Under 13 months	11	6
13 and Under 16 months	9	3
16 and Under 19 months	3	3
19 and Under 22 months	0	0
22 and Under 25 months	1	0

The length of institutionalization, as was the case of many of the probationary periods, seemed too brief in general for rehabilitation of the delinquent child. The researcher questions whether the needs of a large percentage of this group could not have been better met by some other kind of service rather than

CHAPTER IV

FAMILY STRUCTURE

"It is the child's family which has shaped his behaviour, produced certain attitudes and standards and is at the centre of his emotional life."¹

An enquiry into the family background of the delinquent therefore is appropriate. An understanding of the background from which the child emerges is essential in understanding the dynamics of delinquency.

It is the purpose of this chapter to analyse some of the social and environmental factors in the family background of the delinquent. The following will be covered: marital status, economic position as indicated by housing and income, size of the family, delinquency of other members of the family, parental attitudes and parental discipline.

The relationship of broken homes to juvenile delinquency has been a topic of much concern to students of juvenile delinquency.² Two definitions have emerged from this emphasis on broken homes - the physically broken home - in which one or both parents are missing through death, divorce, separation or desertion - and the psychologically broken home where both parents reside physically but where there is severe marital discord, infidelity and in general strained

¹ Joan King, *The Probation Service*, (London: Butterworth and Co., Ltd., 1958), p. 95.

² Harry Barnes and Negley Teeters, *New Horizons in Criminology* (2d ed.; New York: Prentice Hall, Inc., 1951), pp. 209-214.

relationships.

A table was drawn up on the marital status of the parents with whom the 104 recidivists lived. "Married" was used for the home in which the two parents were living together.

TABLE 10

DISTRIBUTION OF 104 RECIDIVISTS
ACCORDING TO THE MARITAL
STATUS OF THEIR PAR-
ENTS AS OF MARCH 31,
1960

Married	60
Common Law	13
Separated	12
Widowed	5
Single	3
Divorced	2
Not Recorded	9
TOTAL	104

Note: Two children were not included in this table; one living with foster-parents, one adopted.

It is noted that 63.2 per cent of the homes of the recidivists for whom information of marital status was obtained were physically intact while in 36.8 per cent of these cases one or both parents were absent from the child's home. However, mere absence or presence of parental figures does not necessarily indicate the adequacy of the home. The atmosphere in Myer Ramsay's home illustrates this:

Mr. and Mrs. Ramsay were married and living together. There was no record that they had ever been separated and they had always been able to provide a home for their five children. However, there was a pattern of marital discord in this home of long standing. Referred by the probation officer to the Family Service Bureau for marital counselling the worker in that agency found "their attitudes so hardened" and their "unwillingness to change" so great they could not benefit from the counselling service.

Neither was marital status always indicative of family cohesiveness.

Brian Kelly's parents were legally married. However through the years Mrs. Kelly had separated from her husband several times because of his complete irresponsibility regarding his family and his habit of wandering off from time to time. However she had always returned to her husband in the hope that he would reform and settle down to steady employment.

A further example of marital instability was illustrated in the case of Thomas Gaudet.

Thomas' family has a pattern of disorganization of long standing. His own father, an alcoholic, died when Thomas was ten years of age. There was suggestion in the record that both parents were unfaithful up to this time. Shortly after the father died, Mrs. Gaudet entered a common-law union. When Thomas was twelve she deserted him and her seven other children and moved to another province for several weeks where she entered a second common-law union and had one child. Subsequently she married this man so her present status is that of a married woman. A further note on the record indicates that the present parents do not get along well at all.

In many of the cases where there was only one parent in the home, the pressures to meet reality needs such as

income and employment were so great that the result for the child was often lack of supervision, inadequate discipline or physical neglect.

Illustrative of the results of desertion is the case of Joseph and Ira Norwood.

Mrs. Norwood was deserted by her alcoholic husband five years ago. She works day and night to provide an adequate income for her family. This limits the time she can spend with her boys and results in their utter lack of supervision. Both children appeared before the court on several different occasions.

It should be recognized, however, that very often one parent, whether divorced, separated or deserted by the marital partner, is able to cope quite adequately with the delinquent child. On the other hand in many cases where the parents were married and living together, the emotional atmosphere in the home was strained by excessive drinking or chronic marital conflict.

In order to ascertain the socio-economic status of the families of the recidivists a study was made of adequate housing and income and the ratings made are shown in Table II. The criteria used to judge the housing were the workers' comments on the adequacy of the type of home, the size of the dwelling in relation to the number of family members, condition of the interior of the house, absence of sanitary heating or lighting facilities. Data on family income were somewhat limited and in very few cases was the actual amount recorded. However, the occupation of the father, the condition of the housing and the

instability or lack of employment, the sources of income such as municipal assistance, enabled the writer to make general ratings on the adequacy of the income of most of the families.

TABLE 11

SOCIO-ECONOMIC STATUS
OF 94 FAMILIES OF
RECIDIVISTS

Income:	Adequate	37
	Inadequate	41
	Not Recorded	16
Housing:	Adequate	35
	Inadequate	42
	Not Recorded	17

From Table 11 it is noted that more than half of the families of the recidivists for whom there was sufficient information to rate, were judged to be "inadequate" both in regard to income and housing.

While delinquency cannot be attributed directly to poor income and poor housing, these factors are significant in that they tend to foster conditions of overcrowding, immorality, ill-health and generally inadequate meeting of physical needs. These factors frequently have emotional connotations also. Still lack of physical accommodation can be a cause of family break-down or the parents may become pre-occupied with the pressures of satisfying basic needs for food, clothing and shelter.

The case of Reginald Doyle was one in which the physical inadequacy of the home played a major role.

Although anxious to return home eleven year old Reginald was released from the correctional institution to a foster-home because of poor home conditions. Sleeping accommodations for him had to be shared with a teen-aged sister.

Conditions at home had not improved during the year Reginald was committed, nor in the three years that followed. Reginald shifted from foster-home to foster-home before his second commitment at age 14 on a charge of being drunk and disorderly.

Not only had the home conditions deprived Reginald of a family experience he required and apparently was unable to get from foster-home placement but no doubt contributed to his recidivism. His original commitment to the Nova Scotia School for Boys at the age of ten had been necessitated by the inadequacy of the physical set-up of the home. This first commitment was on a charge of truancy with running away being noted as a problem at that time.

The continual inability of the parents in cases such as that of Reginald to mobilise themselves to improve the situation may be considered in many cases to be indicative of lack of motivation or a basic personality inadequacy.

One child was encouraged by his mother to truant because she felt he would get better physical care in the correctional institution than it was possible for her to provide.

Roland Archer and his five brothers lived with their mother in the basement of a large tenement house quite run-down. The worker's description of this home read, "The walls lack plaster and daylight is in evidence from almost any viewpoint. The apartment is damp and at times water seeps through the floor." Mrs. Archer had been deserted by her husband and the family's only income was social assistance.

Inadequate living conditions were contributing factors to Nora Richards' delinquencies.

Nora, her mother and two other adults lived in three rooms of a run-down tenement house in a slum district. The rooms were described as cold, barren and dirty. The building housed a varied group of occupants including transients and the inhabitants had a reputation for immorality. It was under these conditions that Nora became pregnant at the age of 14.

Colin Redmond's environment was another example of extremely poor physical conditions.

Mr. and Mrs. Redmond and their ten children lived in three rooms in a slum area of Halifax. Living conditions were described as "unfit for human habitation."

Families living under conditions as these require the organized help of many social agencies to improve their physical surroundings and to cope with the co-existing social-psychological problems.

Although there were many families living under inadequate conditions there was evidence that it contributed directly to the delinquency of the child in only very few cases. Certainly it must have been at least a remote cause of unsatisfactory living and consequent acting out against these conditions or to escape them through delinquency likely operated in many other cases. There can be

no doubt that it limited the choice of disposition in many cases and has a negative effect on treatment and rehabilitation.

It is a commonly held viewpoint that delinquent children come from large families. Family size has been investigated in study after study but there has been little consistency among the findings. In her study Merrill felt there was significance in the size of the family and states "delinquent boys come from larger families".¹ Vedder on the other hand felt that the number of family members was insignificant.² The Gluecks study indicated that the average number of children in the family of delinquents was 6.8³.

The 106 recidivists in this study represented 94 families. Family size is indicated in the table below:

TABLE 12

SIZE OF THE FAMILY OF THE RECIDIVIST

Number of Children	Number of Families
Under 5	37
5 and over	50
Not Recorded	7

¹ Naud A. Merrill, Problems of Child Delinquency (Cambridge: Houghton Mifflin Company, 1947), pp. 75-76

² Clyde Vedder, The Juvenile Offender (New York: Doubleday and Company, Inc., 1954), p. 54.

³ Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950), pp. 318-319.

The average size of the family in Nova Scotia is 3.9.¹ In relation to this figure the recidivist does appear to come from the larger family group.

Ackerman² feels that family instability contributes not only to one member's delinquency but tends to make the whole family delinquent. Some attempt was made then to learn the rate of delinquency within the family group. The 106 children(recidivists) in this sample represent 94 families. Twentynine per cent of these families have more than one delinquent child. Among the 106 recidivists themselves are seven sets of two brothers, one set of two sisters and two sets of three brothers. Seventeen children have delinquent brothers or sisters outside the sample.

Olive and Patricia Spicer, 11 years and 12 years old, made their first appearance in court together on a charge of shoplifting from a local department store and were subsequently placed on probation. Both girls completed their probationary periods successfully. No other difficulties arose until three years later when they appeared together in court for the second time on a charge of truancy. Up until the present time they have not been in any trouble and have not missed any school.

Both girls committed the same offense and both committed them with each other. A look into their background may reveal the significance of their delinquencies.

Four years previous to the girls' first offense they were apprehended and made wards

¹The Atlantic Almanac, 1960, ed. D. Kermod (Fredericton, New Brunswick: The Atlantic Advocate), p. 66.

²Nathan W. Ackerman, The Psychodynamics of Family Life(New York: Basic Books, Inc., 1958) p. 118.

on the basis of neglect. At that time home conditions were described as deplorable and the girls were placed in the Orphanage for three years. Although the father was completely irresponsible Mrs. Spicer was very interested in her children. In fact the bond was so strong between mother and children the girls were placed in the Orphanage rather than in foster-homes. Three years later Mrs. Spicer was able to provide a home for the girls and wardship terminated. However the family is still burdened with heavy financial problems. The home is overcrowded and the father has deserted.

The pressure of environmental factors is indicated as a contributing factor to the girls' delinquencies. Parental neglect was of a physical nature. There was a good relationship between the mother and the children. Both girls were able to use the help given them by the probation officer.

The Carter boys represent another picture of family delinquency.

Alex, fifteen years, Maurice, 13 years and Norman, 12 years, have all appeared before the court more than once. Their oldest brother has also been known to the Juvenile court. The boys have always appeared in court on charges of break, entry and theft. Maurice was the first of the three brothers to be brought to court. When he came for the third appearance Norman was charged with him. Alex did not appear in court until Maurice's fourth offense and both boys at that time were committed to the Nova Scotia School for Boys. Mr. and Mrs. Carter failed to set any standards of behaviour for their children. They had no insight into the boys' problems and blamed their delinquencies on outside causes.

The concentration of delinquency in this family is very great. There is apparent a family pattern of meeting problems through repeated delinquencies.

To conclude this chapter on the family environment of the recidivist, a study of parental attitudes was undertaken. Although data on parental attitudes were not available for the whole recidivist sample, the researcher was able to make ratings of positive, negative or neutral on the attitudes of sixty-five mothers and fifty-seven fathers. Parental attitudes were considered positive when mothers or fathers showed an interest in the welfare of the child and were concerned about his behaviour. A negative rating was made when the parents rejected the child and expressed their lack of interest in the child. Attitudes were considered neutral when the parents were indifferent or unconcerned about the child and his welfare.

Figure 1 illustrates that 53 per cent of the parental attitudes were positive ones. Thirty-four per cent of the mothers had positive ratings as compared to the low figure of 19 per cent for fathers. While a rating of positive does not exclude the fact that other aspects of the environment may be undesirable, this figure has some significance for the potential implied in these mothers and fathers; a potential that might well have significance for planning of the recidivist and his family. The fact that fifty-three per cent of the parents had positive ratings on attitudes toward their children yet tolerated other unwholesome living conditions for the child or failed to transmit parental standards to the child indicates the need for more adequate community facilities to

serve the family.

FIGURE 1
RATINGS ON PARENTAL ATTITUDES
OF 65 MOTHERS and 57 FATHERS
TOWARD THE RECIDIVIST

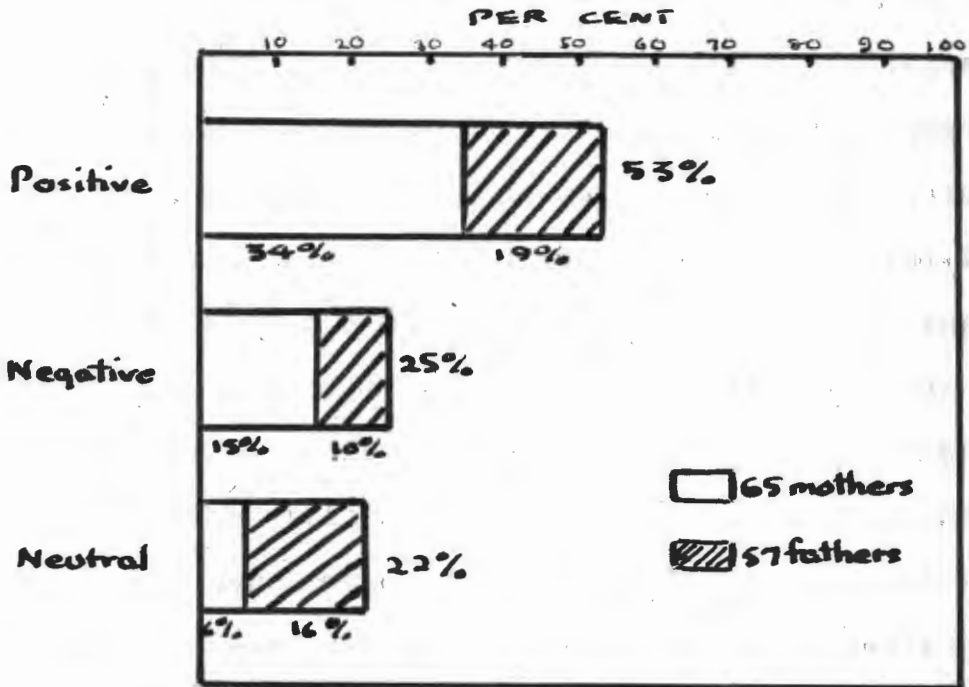


Figure 1 points out that 53 per cent of the parents have positive feelings toward their children. Other mothers and fathers with positive attitudes thwarted their own desire for the child's good behaviour by inconsistent, lax or overstrict discipline. Negative attitudes were shown for 15 per cent of mothers and 10 per cent of the fathers. Of the 22 per cent rated neutral it was significant that 16 per cent were fathers. In view of the fact that every child, including the recidivist

needs a good identification with a father figure as well as consistent discipline to develop inner controls, this latter finding needs emphasis. For the parents adjudged neutral in their attitudes whose indifference is so damaging to the child, this figure was significantly high.

To sum up, this chapter has attempted an enquiry into the environmental background of the recidivist. Marital status had significance only as it indicated parental inadequacy or the pressures of daily living such as poverty, marital discord, unemployment. Statistical trends and case analyses indicated very little potential for rehabilitation of the offender. The child was facing the same conditions year after year. The presence of other delinquents in the family suggested a fixed family pattern of delinquency for meeting problems. Parental attitudes indicated a high percentage of mothers and fathers with positive attitudes toward their children, yet the recidivist could not seem to benefit by this to control his delinquencies. Once again the need of broad community programs and social agencies to serve these families is indicated. The preventative aspects of delinquency must be stressed as well as the need to initiate treatment of the child's basic problem at an early age.

CHAPTER V

THE SCHOOL

The school is the first testing ground set up by society for the child outside the secure atmosphere of the home. It supplies the first proof of his adaptability and capacity for socialization in a theatre of action in which there are strict rules punitively enforced by non-parental authority¹.

If the child has had unsatisfactory home experiences, as so many of those under study did, he will find the expectations of this new "testing ground" most difficult indeed to meet.

Students of the subject of juvenile delinquency agree that the delinquent child frequently has difficulty adjusting to the demands made on him by the school. Unsatisfactory school adjustment, grade retardation, low academic achievement, high incidence of truancy and an intense dislike of school are referred to consistently in relation to the delinquent child. Progress and conduct in school were two of the six factors the Gluecks² used as criteria in predicting delinquent behavior. The school, being in an excellent position to detect early signs of maladjustment of the child, can have a very important role in

¹ Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950) p. 135.

² Bertram J. Black and Selma J. Glick, "Recidivism at the Hawthorne-Cedar Knolls School", (New York: Jewish Board of Guardians, 1952), p. 8.

delinquency prevention.

The major concern of this chapter will be an analysis of the recidivists according to academic attainment, capacity school attendance, conduct in school, and termination of school. Data on school standing were very limited and the material presented must be recognized as indicative rather than conclusive.

It is evident that feelings of inferiority and other forms of emotional maladjustment may result if a child is in a class with others significantly younger in age than himself. Because school progress was poor among the delinquent children studied, this situation was found frequently. School retardation seems to be a common trend among delinquent children. Thus Powers and Witmer¹ state:

The most delinquent boys, it is evident, are relatively frequently retarded. Seven out of fifteen were retarded three or more times or placed in special class or vocational school.

In a study made comparing the characteristics of the 1000 juvenile delinquents studied by the Gluecks and the 100 Hawthorne boys, school retardation in both groups was marked.

Among the 1000 juvenile delinquents, 94.5 per cent of the group were retarded at least one year in their school work, whereas in the Hawthorne group 54 per cent showed a grade placement lower than was expected for the age level of the boy.²

¹ Edwin Powers and Helen Witmer, An Experiment in the Prevention of Delinquency: The Cambridge-Somerville Youth Study (New York: Columbia University Press, 1951) p. 262.

² Black and Glick, op. cit., p. 16.

In the latest Glueck project,

The amount of school retardation shows that twice as many delinquents as non-delinquents were two or more years behind the grade proper for their age.¹

In this study seventytwo children out of the eighty children on whom the information was available, were behind one year or more in school. Retardation of one year in school may not be considered too serious. However, fifty-nine children were two grades or more behind in school.

Table 1² shows the distribution of 106 recidivists according to grade attained as of opening of the case. Taking the average age at starting school as six years, and normal progress as completing each grade in one year, this table shows only twelve children in the grade corresponding to their age and only four children whose progress was better than average. However, the highest number were retarded in school from one to five years. Thirteen children were retarded one year in school, thirty children were behind by two years, twentytwo were retarded three years, six were behind by four years and one's progress was backward five years. Illustrative of the delinquent child with retarded school progress was Roger Nolen:

Fourteen years old Roger was in Grade 6 and doing very poorly. School had never been a rewarding experience for Roger and he was known to have marked feelings of inferiority. Roger had not begun school until he was eight years of age. The reason given for this by his parents was that he was just too shy

¹ Sheldon and Eleanor Glueck, op. cit., p. 138.

TABLE 13

Distribution of 106 Recidivists according to Grade attained as at Opening of Case

Age in Years	Gd.1 N. Y.	Gd.2 N. Y.	Gd.3 N. Y.	Gd.4 N. Y.	Gd.5 N. Y.	Gd.6 N. Y.	Gd.7 N. Y.	Gd.8 N. Y.	Gd.9 N. Y.	Aux. N. Y.	Total				
Under 6															
8										1	1				
9	4	2	4	1						2	3				
10	3	4	1	1x	2						12				
11			1	1	1				1	2	15				
12		2	7	1	2	2			1	2	7				
13		1	1	2	1	1	2			3	17				
14			1	1	2	4	1	2		5	21				
15					2	3	1	2	1	1	18				
16					2	3	1	2		1	11				
N.R.															
TOTAL	7	9	14	2	12	17	3	11	2	6	1	2	17	1	106

Source: Primary Data.

to leave home. Roger was never able to satisfactorily settle down in school for although generally shy and reserved, his underlying aggressiveness would sometimes manifest itself in violent temper tantrums and hostile attacks on the other boys. He always seemed to be on the offensive and needing to 'prove' himself to the others. Truancy was a major problem as well.

Psychological testing revealed Roger's intelligence to be 74, only borderline. Mr. and Mrs. Nolen, his parents, were found to be mentally deficient also. Obviously, school offered very little in the way of satisfaction for Roger. By his fourteenth birthday he had been before the court five times on numerous charges of property damage, stealing and truancy. The boy himself attributed many of his difficulties to his dislike for and low achievement in school. The authorities recommended that Roger be helped to find work rather than return to school when released after his fourth commitment to the Nova Scotia School for Boys.

In this case there is little doubt that Roger's grade retardation was due in large measure to his limited intelligence. More important, however, was the failure of the school to offer any opportunity for satisfaction attained through accomplishment, a need of every child. This community had no program to offer a child such as Roger who needed an auxiliary class. Low intelligence in no way accounts for the school retardation of many other of the delinquent children.

Maurice Carter, a boy of average intelligence, had a school record that was as poor as that of Roger.

Maurice entered Grade 5 at the age of thirteen years having repeated Grades 2, 3 and 4. Two factors at least seem to have contributed directly to his poor record. Maurice was very self-conscious of his physical handicap, a cast in his eye, and he had a reading disability which contributed to his dislike of school, and impeded his progress.

Many attempts have been made to relate recidivism to intelligence but no clear pattern was found. In the article "Mental Retardation and Delinquency"¹ the findings suggest that recidivism is related to low intelligence. A later study by Shulman² in 1950 indicated the same thing. Some students on the other hand have found recidivists to be of higher intelligence than non-recidivists and Merrill³ in 1947 came to the conclusion that there was no significant relationship between these two factors. However, in treatment planning, knowledge of the child's mental capacity has value. Furthermore there is mention of only six of these boys having been placed in auxiliary classes, although in the light of current psychological knowledge at least 20 of these boys, those with intelligence quotients under 80, require this special class placement. Of the group of 65 children for whom such information was available, 32.8 per cent tested as average and 6.3 per cent scored above average. The data showed therefore that delinquents may rank at either end of the intelligence scale, although a significantly larger proportion of the delinquent children studied scored below average on intelligence

¹E. T. Glueck, "Mental Retardation and Juvenile Delinquency," Mental Hygiene, XIX, (1935), pp. 549-572.

²H. M. Shulman, "Intelligence and Juvenile Delinquency", Proceedings of the 2nd International Congress on Criminology, III, (1950), pp. 111-131.

³Maud Merrill, Problems of Child Delinquency (Boston: Houghton-Mifflin, 1947), p. 67.

tests. While any child needs the security of discipline and consistent controls, lack of these is particularly damaging to the mentally defective child.

Norah Richards, whose intelligence was in the superior range (IQ 121), appeared before the court three times. Grace Jones, at the mentally defective level of intelligence (IQ 56) repeated her offenses too and like Norah had had two probationary periods and one commitment to a correctional institution.

Norah was the product of a very unstable home situation. When Norah was eight her parents separated and she stayed with her father who during the next few years lived in two common-law unions. Unhappy in these circumstances Norah chose to live with mother who had a few dirty rooms in a very unkempt tenement house, the moral laxity of the occupants of which was notorious. At the age of fourteen Norah was removed from her parents' custody and placed in a foster-home. By this time she had formed a strong neurotic attachment to her mother and her stay in the foster-home was characterized by frequent run-aways to see her mother. Truancy was a problem at this time as well. Despite superior intelligence she was discouraged with her poor school progress, felt her teachers were against her, and seemed frustrated in any efforts she exerted to make friends.

Rejected by her parents, deprived of a healthy home atmosphere, and frustrated in school, Norah could not function at the superior level of her intelligence and turned to delinquencies in a desperate attempt for attention and affection. Truancy, stealing and finally an illegitimate pregnancy led to her commitment to a correctional institution.

TABLE 14
INTELLIGENCE QUOTIENT OF 96 MALE RECIDIVISTS

IQ Range*	No.	Per Cent
60-70)	8)	60.9
71-79) Below Average	12)	
80-89)	19)	
90-109 Average	21	32.8
110-119)	4	6.3
120 & over) Above average		
Not Recorded	31	32.2
TOTAL	96	100.0

*Classification according to Wechsler Intelligence Scale for children and the Revised Stanford Binet Tests.

Table 14 therefore shows the intellectual functioning of 96 recidivist boys based on the Revised Stanford Binet or the Wechsler Intelligence Scale for children. While 32.2 per cent of these were not recorded the results still have some significance. In this group 60.9 per cent fall in the below average range of intelligence.

Grace Jones' problem was not so much her retarded intelligence as her impoverished home atmosphere. Mrs. Jones was legally divorced from her husband when Grace was thirteen but they had separated before that time. Described as a person of dull intelligence herself, Mrs. Jones worked by the day and left Grace and the other children under the care of their twenty year old mentally defective brother. In school Grace was no discipline problem but was described as "incapable of doing the work". However she was graded each year as her teachers felt that she would not learn anything no matter how many years she

stayed in one grade. Her dissatisfaction in school was expressed in frequent truancies. After two probationary periods she was committed to a correctional institution.

The factors at work here were obvious. Role inadequacy seemed typical of every member of the family. Two other siblings had spent time in correctional schools. Mrs. Jones was totally incapable of providing Grace with any controls. Both physically and morally this home was unfit and removal from the home was advisable. However, such a severely retarded child could not benefit from a correctional school's program. Placement in a training school for retarded children was the treatment choice for Grace.

Research studies dealing with the delinquent boy and the school have found a close relationship between delinquent behavior and truancy from school¹. This correlation was true of this study also. Thirtythree children were charged officially with truancy. In fourteen other cases poor school attendance was mentioned as a problem although the child had not been officially charged with truancy.

Poor deportment in school has already been mentioned as a significant factor in the pattern of the delinquent.

¹In their work Unraveling Juvenile Delinquency (New York: The Commonwealth Fund, 1950)p.148, the Gluecks stated that 94.8 per cent of the delinquents studied had truanted at one time or another.

Kvaraceus (Juvenile Delinquency and the School Yonkers: World Book Company, 1945 , pp.144-145) examined the findings of six research projects dealing with the incidence of truancy among delinquents, showing percentages of delinquents who were found to be truants ranging from 25 to 66.

While the lack of information in this area on the records made tabulation impossible, the case of Pat Saunders was typical of many of those for whom information was available.

At the age of ten, Pat appeared before the Judge on a charge of "persistent misbehavior in school". For some time previously to this Pat had been unable to keep up in his school work. He was described as a severe behavior problem, very difficult to manage, and constantly in fights with the other children. Stealing from schoolmates was an additional problem. Pat was placed on probation and referred to the Child Guidance Clinic for assessment. There the Psychiatrist described Pat as "basically an aggressive youngster who has no constructive outlet. An examination of the home situation revealed inconsistent and inadequate parental handling. Moreover, chronic marital conflict between a mother handicapped by blindness and an irresponsible, unemployed father created an unhealthy emotional atmosphere for Pat. Mrs. Saunders seemed genuinely interested in Pat but at the same time resented him while Mr. Saunders dismissed his son as a "crazy mixed-up kid". Other apparent causal factors in Pat's delinquencies were an association with a gang of other delinquents, his borderline intelligence and the fact that he was easily led. However, Pat was helped through a relationship with a male therapist and definite progress was made and maintained for the next two years. At this time difficulties arose once more and Pat was expelled or suspended from school several times. Persistent truancy led to his second court appearance and violation of probation resulted in his commitment.

Another case of school misconduct was William Awald.

William was expelled from school at the age of thirteen. The Principal stated, "he does not fit into the school program and he causes considerable disturbance in the classroom. He fights continually with the other boys. He is in Grade 3 but cannot write and his reading is very much retarded. He also fights on the school bus and the driver has had to put him off." Petty thieving was another of William's problems. William was

brought to court and placed on probation. The presentence investigation revealed important constitutional factors as well as an extremely poor home environment. William was diagnosed as an ideopathic epileptic and placed on daily medication as a control of his attacks. A home strained with mental discord between a neurotic mother who screamed at the children and beat them when they got on her nerves and a passive irresponsible father made prognosis most unfavorable. An attempt was made to have William placed in a training school for retarded children but his intelligence, while only borderline, was too high for admittance to the only such resource in the Province. William violated his probation and was committed to the Nova Scotia School for Boys. His discharge was delayed because of the lack of school facilities in his community and the chronic friction between Mr. and Mrs. Awald. Finally William was released to his grandmother but once in the community again his epileptic fits increased and his grandmother sent him home to his parents. Violent temper tantrums during which he smashed windows and broke furniture together with stealing and truancy brought William to court again. This time the School for Retarded Children, the controlled environment that the worker felt would be the best plan for William, accepted him. Unfortunately his admittance was delayed because of a waiting list and in the meantime persistent difficulty necessitated commitment to the Nova Scotia School for Boys. Released on after-care supervision, William received a work permit and freed from the demands of school, made a satisfactory adjustment to after-care service and derived satisfaction from his job in a garage.

Having identified some of the school problems of the recidivist group, the next factor to be studied was length of stay in school and vocational choice. While data were not available for all the older children some mention of employment was made in sixteen cases. Therefore age at leaving school, final grade attained and nature

of employment were noted for each of these children. Explicit reasons for leaving school were not available but the records would indicate that it was intense dislike of school that made these children choose to find work rather than poor school performance or financial pressure.

Eleven of the sixteen delinquents left school at the age of fifteen. In three cases Grade 4 was the last grade attained. Two children finished Grade 6 and two Grade 7. One child completed Grade 8 and one child completed Grade 9. In two cases the last grade attained was not recorded. As might be expected, job opportunities would not be great with such limited educational backgrounds. Six boys obtained jobs as laborers, one was a messenger boy, one a despatcher for his uncle's taxi service and one a clerk in a grocery store. The only girl in this group had worked as a domestic in a wage home for a week but was returned to the institution on another charge. The remaining boy in this group could not find employment.

Three boys left school at sixteen years of age having attained Grades 3, 6 and 7. Two were helpers in a garage and one was on the kitchen staff of a local hotel.

One boy and one girl left school at age seventeen. The boy had completed Grade 9 and was doing mill work. The girl finished Grade 6 and had held two jobs, one as a clerk in a drug store and one as a domestic in a hospital. Poor health in her case limited her job adjustment.

Thus it is evident that the employment of these children was limited by their educational backgrounds and as a result most had jobs of an unskilled nature. A recent study of recidivism¹ noted that the boy who was old enough to go out to work was more likely to succeed in avoiding further trouble than the younger child. A similar trend was noted in this group as twelve of the sixteen children who had a period of employment maintained a very good adjustment and did not recidivate up to the closing date of the recording. Only three boys committed offenses during the time they were employed. One girl was returned to the Institution when the plan of her placement failed.

The findings of this chapter correlate quite closely with those of other studies. School retardation was particularly common in this group. A high percentage of these children were functioning in the below average range of intelligence. Truancy and school misconduct characterized the recidivist. Case analyses, while emphasizing one factor of school adjustment, usually indicated the presence of multiple factors of maladjustment. One aspect of the findings in particular needs emphasis. Very often the child expressed his poor home experiences through anti-social behavior in school.

¹Dugald S. Arbuckle and Lawrence Litwack, "A Study of Recidivism among Juvenile Delinquents", Federal Probation, XXIV, No. 4 (December, 1960), pp. 45-48.

The inadequate community resources in the area of special classes and boarding school facilities for the child of defective intelligence were most evident. Case examples showed how this serious lack greatly limited the treatment choice of those dealing with the child and diminished the child's chances of learning to function more adequately in society.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

As part of a group research study on juvenile delinquency, this researcher has attempted to analyse 106 recidivists according to the factors of age, sex, offense, disposition, schooling and family structure.

Of the 159 boys in the universal sample 96 appeared before the court more than once and were convicted of their offense. Ten of the seventeen girls were recidivists. Proportionately, then, there is little difference in the ratio of boy and girl recidivists to the total sample. A study of age for the recidivist group revealed that the girls tended to be older than the boys by a year or more. The age at the time of first offense and the age at time of last court appearance showed that the recidivist did not differ significantly from the results of other studies as shown in Chapter 11.

While there appeared to be a high incidence of recidivism among the total sample group, the degree of recidivism as shown by the average number of court appearances was low at 2.6. A study of the offenses committed by these children revealed several characteristic findings for this group. First of all, offenses against property have a very high incidence while offenses against the person were very rare at 1.1 per cent. Theft accounted for 44.5 per cent of the boys' offenses while seven out

of ten girls were charged with truancy. Vandalism occurred with the next greatest frequency at 11.0 per cent. Case analyses indicated a relationship between the type of offense (against property) and the neglected child. The researcher recommends that this area should be explored in greater detail. (It was felt in many cases that early intervention at the time of the neglect or the time of the first offense and a sound treatment plan supported by a wide variety of community resources would enable many families towards rehabilitation and consequently modify the persistence of delinquency in the child.)

A general pattern of the use of probation for disposition of the first offense and institutional commitment for second offenses was noted. A study of the disposition of the cases suggested that the length of stay in the institution, as the length of the probationary period, was too brief to effect rehabilitation of the recidivist.

An exploration of the recidivist's background did not reveal any factors of significant relationship to recidivism. Rather the study indicates that there are no significant characteristics specifically related to recidivism. The boy or girl repeater is different from the first offender only by the fact of his or her persistency in delinquency. This has importance in exploring thoroughly the plan of treatment for the child at the time of his first offense.

Case analyses pointed out inadequate conditions in

the homes that were never modified. (The institution-
alized child was frequently returned to the same im-
poverished environment from which he left.)

The findings on schooling of the recidivist cor-
related with many other studies on that subject. School
retardation was marked; intelligence ranged from the very
bright child to the mentally defective one although in
general the group under study fell in the below average
range. Conduct in school and incidence of truancy re-
vealed little of significance. However, in some areas
the lack of special educational classes for those of de-
fective intelligence as well as the long waiting list at
the only school for retarded children in the province
made impossible a wise disposition of choice for the of-
fender. The need for a treatment center for the emotion-
ally disturbed child was noted as well.

The lack of any significant factors relating to
recidivism indicates the need for further study in the
area of causation. (Persistent delinquency is not inevit-
able especially if the child's basic problem is dealt with
at an early time.)

APPENDIX

SCHEDULE FOR READING RECORDS
AT DEPARTMENT OF PUBLIC WELFARE

SECTION I

IDENTIFYING INFORMATION

- A. Name:
- B. Date of Birth:
- C. Race:
- D. Religion:
- E. Legal Guardian of Child:
- F. Home Address:
- G. Date of Opening of Case:
- H. Status as of March 31st, 1960:
Probation _____ Institution _____ After-Care _____
- I. Social Service Index Clearance: Yes _____ No _____
- If yes list agencies registered, with dates:

SECTION II

BACKGROUND HISTORY

A. Family.

1. Father:

- a. Name
- b. Date of Birth
- c. Place of Birth
- d. Religion
- e. Race
- f. Marital Status
- g. Education

- h. Present Occupation

- i. Income
- j. Other Significant Information

- k. Date of Death

2. Mother:

- a. Name Maiden Name
- b. Date of Birth
- c. Place of Birth
- d. Religion
- e. Race
- f. Marital Status

g. Education

h. Present Occupation

i. Income

j. Other Significant Information

k. Date of Death

3. Siblings (List each separately if possible. If not give any general information about siblings.)

a. Name

b. Sex

c. Date of Birth

d. Place of Birth

e. Religion

f. Race

g. Marital Status (married name also for females)

h. Education

i. Present Occupation

j. Income

k. Other Significant Information

SECTION III

PSYCHIATRIC REPORT

A. First Psychiatric Report Received by Agency.

1. Clinic, Hospital or other Place at which child was seen
2. Name of psychiatrist
3. Date of report
4. Referral to psychiatrist:
 - a. By whom made
 - b. Reason for referral
5. Digest of report plus summary

B. Later psychiatric reports (record individually)

1. Clinic, Hospital or other Place at which child was seen
2. Name of psychiatrist
3. Date of report
4. Referral to psychiatrist:
 - a. By whom made
 - b. Reason for referral

C. Mobility of Family. (Give addresses, length of residence, reasons for moving.)

D. Description of home.

1. Type of dwelling

2. Number of rooms

3. Number of people in home

4. Owned _____ Rented _____ Free _____

5. Facilities (bathroom, toilet, hot water, etc.)

6. Worker's impression of home:

E. Contacts with other Agencies (dates and details)

SECTION IV

PSYCHOLOGICAL REPORT

A. First Psychological Report Received by Agency

1. Date of Report
2. Psychologist
3. Referral to psychologist:
 - a. By whom made
 - b. Reason for referral

4. I. Q.
5. Name of I. Q. test

6. Projective and personality tests used

7. Summary of findings

B. Later Psychological Reports (list each separately as above)

SECTION V

DEVELOPMENTAL HISTORY

A. Significant Information about Birth and Early Development.

B. Symptoms of Emotional Disturbance. (Give age of occurrence and methods of dealing with symptom.)

C. Behaviour Problems. (Give ages of occurrence and methods used in dealing with problem including court appearances and probation with dates.)

1. Stealing

2. Truancy

3. Lying

4. Running away from home

5. Vandalism

6. Assault

7. Cruelty to: a. children

b. animals

8. Sexual offences

9. Drinking

10. Illegal use of drugs

11. Incurrigibility

12. Profanity

13. Breaking of curfew law

14. Others

D. Social Development. (Indicate age where significant)

1. Relationships:

a. Parents (specify mother and father)

b. Siblings

c. Peers

d. Girls

e. Teachers

f. Clergymen

g. Other adults

2. Social Activities:

a. Organized activities (indicate whether sponsored as educational, church or social)

b. Informal activities

c. Gang activities (details of composition of gang)

i. age

ii. sex

iii. size

iv. race

E. Parental Handling. (State whether father and/or mother or parental substitutes.)

1. Discipline: overstrict _____; moderate _____; lax _____.

2. Consistency of handling: consistent _____; inconsistent _____.

3. Methods:

4. Parental attitudes:

F. Physical Description of Child at time of opening of case.

G. Later Comments of Significance about Physical Appearance. (Give dates)

H. Religious Activity

1. Does child attend Church: regularly _____ sometimes _____
not at all _____.
2. Details of religious activities and attitudes.

SECTION VI

MEDICAL HISTORY

(If report negative indicate _____ and do not complete)

A. Significant Childhood Diseases (give dates)

B. Physical Handicaps (indicate treatment)

C. Hereditary or Familial Illnesses

1. Child

2. Family

D. Hospitalization Prior to Opening of Case (give dates)

1. Operations

2. Accidents

3. Other

E. Reports from other Medical Resources of Contacts Prior to Opening of Case

1. Department of Public Health

2. Mental Hospitals

F. Reports of Medical Examinations after Opening of Case. (State findings and recommendations.)

G. Details of Medical Treatment after Opening of Case

SECTION VII

SCHOOL RECORD

A. As of Time of Opening of Case

1. Age at entering school
2. Age on leaving school and reason
3. Schools attended
4. Grade attained, academic standing, grades repeated and progress.

5. School adjustment: excellent _____; very good _____;
good _____; fair _____; poor _____.

General comments:

6. Attendance: good _____; poor _____.

7. Deportment: satisfactory _____; unsatisfactory _____.

(Give details)

8. Participation in extra-curricular activities (give details).

9. Child's expressed attitude towards school.

B. Later Information about School Record. (give dates)

SECTION VIII

EMPLOYMENT

A. Full Time

1. Age at commencement of employment
2. Type of work
3. Length of periods of employment
4. Earnings: hourly _____; daily _____; weekly _____.
5. Reasons for leaving jobs:
 - a. Work terminated
 - b. Work performance unsatisfactory
 - c. Behaviour unsatisfactory
 - d. Left voluntarily (details)

B. Part-Time

1. Age at commencement of employment
2. Type of work
3. Length of periods of employment
4. Nature of employment: after school _____; weekend _____; summer _____; other casual _____.
5. Earnings: hourly _____; daily _____; weekly _____.
6. Reasons for leaving jobs:
 - a. Work terminated
 - b. Work performance unsatisfactory
 - c. Behaviour unsatisfactory
 - d. Left voluntarily (details)

6. Vandalism (specify)

7. Sex offenses

8. Incurrigibility

9. Vagrancy

10. Other

C. Type of Court

1. Juvenile

2. Magistrate

3. Other

D. Complainant

1. Police

2. Attendance Officer

3. Parents

4. Citizens

5. Social Agency

6. Other

E. Legal Representation (give recommendations)

1. Crown

2. Defense

F. Disposition of case

1. Temporary Suspension

2. Commitment to Director

3. Probation

4. After-care

5. Commitment to Institution

6. Dismissal

Period of probation: 1st

2nd

3rd

SECTION X

PROBATION

(Complete a separate section X for each period on probation)

A. Date of Court Hearing

B. Pre-trial Study

1. By whom

2. Number of interviews (note with whom)

3. Aspects of individual and environment included

a. Family background Yes _____ No _____

b. Family relationships Yes _____ No _____

c. School Yes _____ No _____

d. Youth groups Yes _____ No _____

e. Church Yes _____ No _____

4. Recommendation of probation officer

C. Judge's Criteria for Disposition (details)

1. Pre-trial study
2. Previous record
3. Attitude of child
4. Behaviour of child during temporary probation

D. Conditions of Probation

1. Temporary (give length) or outright
2. Restitution (details)
3. Fine
4. Reporting (give details of frequency, place and time)
5. Obedience to parents
6. Observance of curfew (details)
7. School attendance
8. Geographical limits (details)
9. Separation from gang (details)
10. Other

E. Nature of Probation Service

1. Number of contacts by Probation Officer

- a. child
- b. mother
- c. father
- d. both parents
- e. other

2. Type of contact

- a. casework (summary of content)

b. law enforcement

c. routine

3. Attitudes toward probation (substantiate)

a. child

b. parents

F. Violation of Probation

1. Nature of violation
2. Number of times probation violated
3. Corrective measures

G. Termination of Probation

1. Date of termination
2. Criteria for termination
 - a. satisfactory behaviour
 - b. moved from area
 - c. age
 - d. commitment to institution (give details)

 - e. Others

H. Use of Community Resources for Evaluation

1. Psychiatric services (name)
2. Psychological services (name)
3. Police
4. School (truant officer, etc.)
5. Social agencies

6. Others

I. Effect of Court Procedure on Child

J. Use of Authority (punitive, etc.)

1. By judge

2. By probation officer

Period in Institution: 1st

2nd

3rd

SECTION XI

INSTITUTIONAL CARE

(Complete a separate section XI for each period of care in institution)

A. Name of Institution

B. Date of Commitment

C. Pre-trial Study

1. By whom

2. Number of interviews (with whom)

3. Aspects of individual and environment included:

a. family background Yes _____ No _____

b. family relationships Yes _____ No _____

c. school Yes _____ No _____

d. youth groups Yes _____ No _____

e. church Yes _____ No _____

4. Recommendations of social worker (probation officer or other)

D. Judge's Criteria for Disposition (details)

1. Pre-trial study

2. Previous record

3. Attitude of child

4. Behaviour of child during probation

E. Child's Progress in Institution (give details and dates where appropriate)

1. Adjustment to institutional setting and program

2. Relationships:

a. Staff

b. Peers

3. Treatment plans and progress

a. Casework

b. Psychiatric

c. Counselling (other than by social worker)

F. Contacts with Parents (date and content)

1. By child

2. By institution

3. Other

G. Treatment of Parents (date and details)

1. Casework

2. Psychiatric

3. Other

H. Contacts with Community (date and content)

1. Child's contacts

a. School

b. Church

c. Recreation

d. Individuals in community

e. Other

2. After-care officer's contacts

a. Relatives

b. School

c. Clergy

d. Other

I. Discharge

1. Recommendations and dates

2. Reasons for delaying discharge

a. By institution

b. By after-care officer

c. Other

3. Date of discharge

4. Terms of discharge (include place)

Period of after-care: 1st

2nd

3rd

SECTION XII

AFTER-CARE

(Complete a separate section XII for each period of after-care)

A. Name of After-Care Officer

B. Preparation by After-Care Officer

1. Child

- a. Dates of interviews
- b. Where interviews were held
- c. Nature of preparation (casework services)

2. Parents or Substitute Parents

a. Contact with: (give dates if possible and content)

- i. Mother
- ii. Father
- iii. Both parents
- iv. Relative
- v. Guardian

b. Method

- i. Interview (state where held)
- ii. Telephone

iii. Letter

3. Community (state purpose and results if given)

a. School

b. Church

c. Work:

i. employer

ii. N. E. S.

d. Police

e. Clubs

f. Other

C. Selection for Discharge

1. Date of recommendation

2. By whom made

3. Basis of recommendation

4. Suggestions and recommendations for discharge plans

D. After-Care Services (following discharge)

1. Place to which discharged

- a. home
- b. foster home
- c. relatives
- d. other

2. Plan of treatment (verbatim)

3. Casework Services

a. Child

i. Dates of interviews (or number of interviews during stated period)

ii. Content of interviews

iii. Child's attitude and co-operation

iv. Parole violation and method of handling

b. Parents or Foster parents
(Give dates of interviews if available)

i. Mother

Father

Both parents

Relative

Guardian

ii. Content of interviews

iii. Parents' attitude and co-operation

c. Community
(State dates, purpose and results of interviews)

i. School

ii. Church

iii. Work

Employer

N. E. S.

iv. Police

v. Clubs

vi. Other

SECTION XII

RECORDING

A. Types of Recording

1. Narrative

- a. Summarized (periodic) Yes _____ No _____
- b. Chronological Yes _____ No _____

2. Social History Yes _____ No _____

Does it contain:

- a. Developmental history Yes _____ No _____
- b. Social functioning Yes _____ No _____
- c. Psychological status Yes _____ No _____
- d. Religious affiliation and
 activity Yes _____ No _____
- e. Economic status Yes _____ No _____
- f. Attitude of family towards
 child Yes _____ No _____
- g. Recommendations of worker Yes _____ No _____

3. Summaries

- a. Summary of impression of child
 at time of opening of case Yes _____ No _____
- b. Periodic summary in narrative Yes _____ No _____
- c. Transfer summary Yes _____ No _____
- d. Closing summary including
 - i. identification of
 treatment used Yes _____ No _____
 - ii. present status of case Yes _____ No _____
 - iii. prognosis Yes _____ No _____
 - iv. reasons for closing case Yes _____ No _____

4. Reports

- a. School report Yes _____ No _____
- b. Psychiatric report Yes _____ No _____
- c. Psychological report Yes _____ No _____

5. Documents

- a. Copy of commitment paper Yes _____ No _____
- b. Notice of settlement Yes _____ No _____
- c. Copy of discharge paper Yes _____ No _____
- d. Other Yes _____ No _____

6. Correspondence

a. Letters to agency from

- i. social agencies Yes _____ No _____
- ii. child Yes _____ No _____
- iii. relatives Yes _____ No _____
- iv. others (specify)

b. Letters from agency to

- i. social agencies Yes _____ No _____
- ii. child Yes _____ No _____
- iii. relatives Yes _____ No _____
- iv. others (specify)

c. Filing of letters

- i. inter-leafed with text Yes _____ No _____
- ii. filed at end of record Yes _____ No _____

d. Dated notation in text with brief account of letter content.

Yes _____ No _____

e. Inclusion of sundry correspondence

- i. greeting cards Yes _____ No _____
- ii. appointment letters Yes _____ No _____
- iii. other (specify)

f. Inclusion of inter-office administrative communications.

Yes _____ No _____

2. Total length of recording
3. Period of time covered by recording
4. Length of periods covered by summarized recording

SECTION XIV

RESEARCHER'S COMMENTS

A. Evaluation of Record. Compare this record to the other case records which you have read at the D.P.W. and rate it, with respect to content, as:

More complete _____ Average _____ Less complete _____
than average than average than average

B. Specific Areas of Value. Does this record have particularly significant or complete material in relation to:

1. Legal aspects
2. Use of authority
3. The recidivist
4. Therapeutic aspects of institutional care
5. Psychiatric evaluation
6. Family relationships
7. Family background
8. Community attitudes
9. Criteria for after-care and parole
10. The social worker and the delinquent
11. Siblings of delinquents
12. Boy under 12 and his needs
13. Adolescent and his needs
14. Girl and her needs
15. The team approach
16. Recording
17. Other

- C. 1. Name of researcher
2. Date
3. Length of time involved in reading record

D. Final Evaluation

1. Child's adjustment and use of service

2. Parents' use of service

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