

ABSTRACT

A Study of the Differential Delinquency Rates  
Between the Census Tracts for the City of  
Halifax with Specific Reference to Anomie

by

Vincent Edward McIntyre

This thesis is based on a study of one hundred and sixty-three juvenile delinquents who were receiving after-care service from the Halifax Regional Office of the Department of Public Welfare between January 1, 1955, and December 31, 1961. The group study was carried out by eighteen second-year students of the Maritime School of Social Work. On it are based eighteen theses.

In the group study, primary data were gathered from case records of the Halifax Regional Office of the Department of Public Welfare with the aid of schedules by the student researchers. Census material served as secondary data. Published literature from various fields was used as background material.

This thesis is a statistical analysis of the data available from the case records, specific attention having been paid to residence and to neighbourhood characteristics.

The findings of this thesis show the existence of high delinquency areas in the City of Halifax and the correlation of various housing and population characteristics with the delinquency rate. It was concluded that improvement of the total life of the community and the living conditions of families was a good part of the solution to the problem under study.

**THE MARITIME SCHOOL OF SOCIAL WORK**

**JUVENILE DELINQUENCY AND ANOMIE**

**A Study of Certain Causal Factors in  
Juvenile Delinquency as the Existence of These  
Contribute Demonstrably to the Delinquent  
Personality, with Specific Reference to Anomie.**

**A Thesis**

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**by**

**Vincent Edward McIntyre**

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	ii
LIST OF TABLES . . . . .	iv
LIST OF ILLUSTRATIONS. . . . .	vi
 <b>Chapter</b>	
I.    INTRODUCTION . . . . .	1
II.   PERSONALITY AND DELINQUENCY. . . . .	12
III.  GROUP FINDINGS . . . . .	33
IV.  ANOMIE AND DELINQUENCY . . . . .	50
V.   SUMMARY AND RECOMMENDATIONS. . . . .	63
 <b>APPENDIX</b>	
A.   SCHEDULE FOR READING RECORDS AT DEPARTMENT OF PUBLIC WELFARE . . . . .	69
B.   SUPPLEMENTARY TABLES . . . . .	97
C.   MAP OF HALIFAX SHOWING THE LOCATION OF 80 DELINQUENTS . . . . .	122
 BIBLIOGRAPHY . . . . .	 123

LIST OF TABLES

Table	Page
I. Distribution of 163 Delinquent Boys from Halifax County, on After-care Service of the Department of Public Welfare Between January 1, 1955 and December 31, 1961, by Parents' Marital Status at Time of Boy's Birth . . . . .	35
II. Distribution of 163 Delinquent Boys . . . by Boy's Age and Natural Parents' Marital Status at the Time of Boy's First Commitment to The Nova Scotia School for Boys . . . . .	36
III. Distribution of 163 Delinquent Boys . . . by Mother's Employment History . . . . .	39
IV. Distribution of 163 Delinquent Boys . . . by Size of the Family . . . . .	40
V. Distribution of 163 Delinquent Boys . . . by Ordinal Position in the Family. . . . .	42
VI. Distribution of 110 Delinquent Boys . . . by Intelligence Quotient, as Shown in Record . . . . .	44
VII. Number of Delinquents, child Population Aged 6-17, and Delinquency Rate by Census Tracts for the City of Halifax on the Basis of 80 Delinquent Boys on After-care Service of the Department of Public Welfare Between January 1, 1955 and December 31, 1961 . . . . .	45
VIII. Number and Rate per Census Tract for the City of Halifax of 80 Delinquent Boys, on After-care Service of the Department of Public Welfare Between January 1, 1955 and December 31, 1961, Compared with Certain Housing and Population Data .	56

**Table**

**Page**

<p><b>IX.</b> Number and Rate per Census Tract for the City of Halifax of 80 Delinquent Boys, on After-care Service of the Department of Public Welfare Between January 1, 1955 and December 31, 1961, Compared with Certain Housing and Population Data .</p>	<p>57</p>
<p><b>X.</b> Rank Difference Coefficients of Correlation Between Various Housing and Population Data on a Tract Basis for the City of Halifax, and Between the Same Housing and Population Data and the Delinquency Rate on a Tract Basis for the City of Halifax . . . . .</p>	<p>60</p>

LIST OF ILLUSTRATIONS

Figure	Page
I. Chart to Show Distribution of 196 Delinquent Boys from Halifax County, on After-care Service of the Department of Public Welfare Between January 1, 1955 and December 31, 1961 by Variation from Expected Grade Before First Commitment to Nova Scotia School for Boys . . . . .	48
II. Chart to Show Distribution of 146 Delinquent Boys . . . by Variation from Expected Grade During First Commitment to Nova Scotia School for Boys . .	49
III. Map of the City of Halifax with Census Tracts Illustrated Showing the Location of 80 Delinquents .	122

## CHAPTER I

### INTRODUCTION

Among the numerous problems that confront society in modern times, there are probably few that have received greater study, or that have been deemed more important than that of juvenile delinquency. There are so many elements in this complex situation that solutions to the problem will not all come from any one type of approach. However, it is not by any means a new problem, but rather one which appears to have received more concentrated attention in our time.

Workers in the field of juvenile delinquency have for many years been attempting to ascertain what elements of this entity are common among these adolescents to whom we refer as juvenile delinquents. The quest for an answer has gone on through the medium of research in many disciplines. Sociologists, psychologists, psychiatrists, criminologists, social workers, and educators, to mention but a few of those concerned, have all pursued the key to such problems as why some children develop delinquent patterns of behaviour, while others do not; and which children will become delinquent. These have appeared as the major considerations.

What researchers have in effect been doing is trying to devise a prognostic instrument by which it would be possible to predict delinquency. The realization of this goal would enable those



who work in the field to concentrate on preventative measures as well as on treatment or remedial measures.

The task presented by such an aspiration is not an easy one, since the topic in question has evolved as an all-embracing term. There are many explanations and definitions of delinquency, and in the midst of this conglomerant are entwined both the layman's concepts and those of professional people. Herein a large margin of error is introduced into any study, since the group to whom we refer as juvenile delinquents includes as well, psychopathic personalities, marginal intelligence groups, and such like, who should properly be re-classified at least as sub-groupings within the general field of delinquency, if not as separate entities which would be totally distinct.

It is seen, therefore, that the term juvenile delinquent does not have a constant meaning. It can be restricted to those juveniles who repeatedly commit crimes for which they are tried and convicted; or it can be broadened to include any juvenile who is a nuisance to some of the adults with whom he comes in contact by virtue of the fact that the juvenile's behaviour does not coincide with the adult's behaviour concept.

Under the more severe sense of the term, one comes up with a sample of juveniles which includes the groupings mentioned above. On the other hand, under the less restrictive or lenient connotation the term loses significance by coming to designate a host of mildly misbehaving juveniles who are really acceptably normal in personality but merely unfortunate enough to come under the scrutiny

of adults with minimal tolerance for deviations from their own principles of social behaviour.

The screening of the former from the latter and the choice of cases for study cannot be done on a basis which is too arbitrary when the foregoing is considered in its proper context. However, it becomes almost impossible to remain completely consistent in handling the term juvenile delinquent because of the reasons mentioned. Nonetheless, in an effort to attain a reasonable measure of uniformity the term will be used in this study to mean that at least the individual has presumptively been guilty of offences considered severe enough by law enforcement agencies to justify placement in a reform institution.

The guesswork involved in delinquency research revolves chiefly around why a particular juvenile will turn to a delinquent form of behaviour. It is toward this facet that the present study is aimed, since it is a study of certain contributing factors in juvenile delinquency and the main hypothesis is cast towards this end, namely, that certain factors may lead to personality problems which may subsequently be manifested in delinquent activities.

This particular study was done as part of a group project in which eighteen theses were written around the aspect of causality in juvenile delinquency. The project was undertaken by the second year students of the Maritime School of Social Work for the 1961-1962 school year. Each participant based an individual thesis on the data assembled by the group, and this study is one such thesis.

The causal factors to be discussed more specifically

subsequently were chosen by the individual researchers and represent the particular area of interest with which each researcher became principally involved. These factors, were, in the main, environmentally located and included familial and societal components.

Some indication of the representative group chosen as exemplary of the delinquent has been outlined above. However, further definition of the delinquent group used in the research on which this thesis is based is necessitated. The group included only male delinquents from Halifax County who had been committed to the Nova Scotia School for Boys and who had subsequently received after-care service from the Department of Public Welfare from January 1, 1955 to December 31, 1961. This group was assumed to be a representative group of seriously delinquent boys, since their delinquent activity was deemed to be of a sufficiently grave nature as to warrant committal to an institution.

In order to undertake a study of this nature certain basic assumptions had to be made and held constant, else the hypothesis could not be defended, or refuted. The first assumption was that there are factors which may lead to personality problems which may show as delinquency. This assumption related to the hypothesis and the reasoning behind it was obvious, since if one does not assert that there are factors that are causal in the entity under study, how then can any position be tenable regarding specific causal factors?

It was assumed also that the delinquents are those that were caught and so judged delinquent according to the Nova Scotia

legislation. Stemming from this an assumption was made with reference to the study design that those delinquents who were not caught and who would have been included in the study were too few to affect the data significantly. Finally, it was assumed in setting up the study design that boys who are sent to the Nova Scotia School for Boys are seriously delinquent.

The main theoretical orientation for the research project has been the basic body of knowledge of the profession of social work. The principles of dynamic psychology, as useful in social work and in the understanding of juvenile delinquency, have played a major role. Sociological concepts and thought have also been used to a significant degree. In general it may be said that an eclectic approach has been used in that reference material from various professions and schools of thought have been utilized as they bore relevance to the study at hand.

Nonetheless, the main approach to the topic has been that of the profession of social work in that attention has been focused on the factors contributing to the delinquent personality. The emphasis, then, has been placed primarily on the psycho-social genesis of the problem of delinquency rather than on the delinquent behaviour.

The research project was undertaken as partial fulfillment of the requirements for a Master of Social Work degree. Further, it was seen as a means of learning the techniques and uses of research insofar as research has become an integral part of the profession of social work. Finally, this project was also viewed as a means of helping the student learn more about the general problem

of juvenile delinquency, about the delinquent's own needs and problems, and about delinquency services.

The principal objective of the project has been the testing of hypotheses which for the most part were drawn from the body of knowledge now available on the topic of delinquency. Through this procedure current ideas concerning the topic were re-drafted for use in the study and were tested scientifically to the extent that local resources for research would allow.

The relevance of the study at this time was that sufficient data were thought to be available locally to allow such a project to be undertaken. From a previous study undertaken by the research class of the Maritime School of Social Work, it was found that the problem of delinquency exists in the area under study in a sufficiently significant degree to warrant a study of this nature being undertaken.

Each person involved in the project chose a specific orientation, or aspect of juvenile delinquency with which they would be individually concerned. These have covered such areas as the absence of the father, working mothers, school achievement, intellectual retardation, family disorganization, socio-economic levels, urban versus rural life, ordinal position in the family, and basic personality problems.

These topics were chosen by individual members of the group, since there were indications from previous study done locally that there would be sufficient data available to allow for further scientific investigations on such subjects. They were not necessarily intended to represent the most current thinking or even the

most important causal factors in the entity under study. They did, however, appear to have a certain degree of obvious importance among the delinquent group chosen for this study.

This particular thesis represents an endeavour to arrive at perhaps more authentic conclusions concerning the relationship of juvenile delinquency to various sociological variables which, when placed in proper perspective together, were considered to comprise the sociological entity known as anomie. It was felt that hereby an understanding of the differential juvenile delinquency rates, by census tracts for the City of Halifax, could be achieved.

The study includes only male juvenile delinquents who were residents of Halifax County, which area includes Dartmouth and Metropolitan Halifax, at the time they were adjudged delinquent and sentenced to the Nova Scotia School for Boys. The focus was particularly on male delinquents, since there appears to be a difference between male and female offenders of this age on the basis of the type of offence. A large percentage of offences from the distaff side seem to be of a sexual nature, whereas the offences of the male offender entail larger percentages of crimes for material gain. Therefore, in an effort to retain homogeneity in the group, only male delinquents were studied.

The above received the particular attention of the group throughout the project. However, for the purpose of this study of the relationship between the differential rate of juvenile delinquency among the census tracts of the City of Halifax and the existence of indices of anomie in these same respective areas, it was necessary to focus only on the general area of Halifax proper

and not the whole County of Halifax. This further delimiting of the scope of the study was necessary due to the fact that adequate information was not available on the census level about sufficiently well defined areas outside of the City of Halifax to allow for a valid study of this type to extend beyond the city limits.

Therefore, the focus here will be on male juvenile delinquents who did reside in the City of Halifax during a period which would have significance with regard to their personality development and who were subsequently adjudged delinquent and were committed to the Nova Scotia School for Boys. As has been mentioned above in principle, the institutionalized groups were chosen for study since these offenders do in the main exhibit a sufficient degree of delinquent behaviour as to give stronger indications of the personality problems behind their overt behaviour.

The approach to the study was mainly that of statistical analysis. To some degree certain members of the research group used the case study method in presenting different aspects of different factors.

The major questions to be asked of the data were three in number. First, were the factors under study evident in the cases? Secondly, to what degree? And third, what was the subsequent significance of the findings? However, it was difficult to ascertain with any degree of certainty the significance of the findings with regard to some of the factors, since often more than one factor was significant in any one case. This obviously is the fallacy of zero-order correlations, but an escape from this error was in certain instances deemed relatively impossible due to

inadequacies in the records from which data were obtained.

Regarding the particular orientation of this thesis, however, it was necessary to obtain more specific facts from the data, namely:

1.) To what extent did the rates of juvenile delinquency vary among the different census tracts within the City of Halifax?

2.) Were the highest delinquency rates found in census tracts which were areas with a high percentage of industrial and/or commercial land use?

3.) Were there correlations between the delinquency rates and other indices of anomie?

4.) To what extent could the statistical measures and their results help in understanding the differential juvenile delinquency rate?

The above questions had regard both to primary data as obtained from the cases under study, and to secondary data in the form of Dominion Bureau of Statistics data.

The limitations encountered in undertaking the study were, to mention only the major ones, time, and the fact that case material was not set up for research purposes. The limitation of time was restrictive in that interviewing of individual delinquents and persons could not be done. Interviews obviously could have increased the validity of the study had time allowed for them to be carried out. The second limitation, that of the type of material available, also was found to hamper the study somewhat. The records chosen for study were actual chronological recordings of service given by the staff of the Department of Public Welfare to



delinquent boys. These case records were not compiled with subsequent research in view. Therefore, much time had to be expended in drawing the data from the records and in making it operational for research purposes. In addition, the participants were hampered by the fact that data regarding some phases of the project were not available from the records, or were inadequate.

The primary data for the project were drawn from case records of delinquents on file at the Halifax Regional Office of the Department of Public Welfare, and who were on active after-care service following detention in the Nova Scotia School for Boys between January 1, 1955, and December 31, 1961. These data were extracted from the case records by means of a schedule drawn up for this purpose with the interests of all participants in the group undertaking in mind. These data were further refined by an editing process, and finally by use of the McBee code card system. This facilitated the use in some instances of correlations and statistical methods of a higher order than zero-linear correlations.

Publications on the topic of juvenile delinquency and census material from the Dominion Bureau of Statistics were used as secondary data. Such data were brought into both the designing of and the executing of the study. Census data were especially designed for use in statistical analysis in the study.

It was the responsibility of the group to collect the data both by means of the schedules and by the compiling of bibliographical material and sources. Statistical tabulation on a rudimentary level and primary breakdown or analysis of the pooled data was also a group undertaking.

It was the responsibility of the individual first of all to cooperate to the utmost in the group undertaking, and then to compile from the pooled data the information necessary and analyze it finally in relation to the particular topic undertaken.

The product of the study will be seen as a combined work, having what may be considered as two general considerations contained in it. The first half of the work will be a discussion and presentation of the group findings concerning causal factors and their relation to juvenile delinquency. This will be comprised of the two chapters following immediately. The latter half will embody the consideration of this study's specific area of concern, namely anomic, and its relevance as a causal factor. This will be followed by a final chapter of conclusions in which generalizations will be made on findings and recommendations made.

Throughout the following chapters use will be made of several forms of tabulation and the inclusion of the map in the Appendices will give the reader a clearer view of what was encountered in the sample of delinquency under study.

The findings and conclusions of the study are not meant as conclusive evidence on the aspects of juvenile delinquency involved. However, they do give significant indications of what the complete problem of delinquency in the area under study is like, and indications also of the significance of the factors under study.

## CHAPTER II

### PERSONALITY AND DELINQUENCY

Social workers, and others, in attempting to explain the existence of patterns in social behaviour, find underlying continuity in the actions of human beings. This continuity or configuration of life is designated by the term personality. Personality consists of the more or less organized totality of attitudes, ideas, and habits of the individual. Since the observable behaviour of the person is intelligible only within this context, the nature of personality must be discerned in order to account either for uniformities or inconsistencies of behaviour.<sup>1/</sup>

In an approach to a problem such as juvenile delinquency, when the aspect of the personalities involved is discussed, it is not enough to include only what is posited to be the workings of the human mind within the individual. Such would be the purely Freudian approach. Nor is it sufficient to consider only environment. A synthesis of the two comes closer to approximating man in society. This is what Nathan Ackerman refers to as "the

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<sup>1/</sup> The writer is indebted for the content of this chapter mainly to three sources: Nathan W. Ackerman, The Psychodynamics of Family Life (New York: Basic Books Inc., 1958); Erik H. Erikson, Childhood and Society (New York: W. W. Norton & Co., 1950); and W. J. Coville, T. W. Costello, and F. L. Reurke, Abnormal Psychology (New York: Barnes and Noble Inc., 1960)

adaptational view of personality".<sup>2/</sup>

This approach to personality theory reflects considerable agreement with Gardner Murphy's biosocial theory.<sup>3/</sup> However, such an approach to personality theory does not simplify the subject, but increases its complexity, since at any point in time there are psychic, social, and biological components acting and/or being acted upon with the individual.

Man is not the closed energy system that Freud in his time conceived him to be. Outside influences and materials are absorbed, transformed and discharged by the living organism. There is a continuous contact and communication between man and environment. Freud conceptualized the individual as a relatively isolated psychic system. However, man is also a biological system, and the interplay of genetic and other physiological processes with environment begins at conception and ends only with death. Also, to quote Ralph Girard, "the human being has roots in his biological make-up and fruits in his human inter-relations".<sup>4/</sup>

To present such a "biopsychosocial" theory of personality in a manner that would describe the development of the individual adequately is a task which has been found to be beyond the capability of many a writer. Therefore, the brief discourse on this topic has been designed to present only more important highlights

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<sup>2/</sup> Ackerman, Op. Cit., p. 42

<sup>3/</sup> Cf. C. S. Hall and G. Lindsey, Theories of Personality (New York: Wiley, 1957), p. 503.

<sup>4/</sup> Ralph Girard, Changing Conceptions of Psychoanalytic Medicine (New York: Grune and Stratton, 1956), pp. 31-43.

of current developmental theory. Detail has been provided to the extent needed to achieve some continuity.

In the development of personality the chief facet of the life history is the pattern of the individual's interpersonal relationships, and the most convenient approach to the interpersonal history is the chronological one dividing the life span up into periods. Within the framework of this study it has been found necessary to extend the consideration of developmental theory only as far as and including adolescence. Therefore, the periods to be considered are generally: infancy, early childhood, late childhood, and adolescence. These arbitrary divisions are not intended to suggest breaks in the continuity of the interpersonal history, for the changes which take place in any given period are inescapably interwoven with the interpersonal history up to that point.

In following the chronological course, the individual's introduction to life in the outside world begins with birth. From this moment the infant begins to function as a separate organism. The period of infancy is one of complete helplessness and dependency during which the infant's functioning is chiefly oriented toward the satisfaction of physical needs. Rapid biological development is a hallmark of this period.

During this initial period a component of the healthy personality which develops is trust. It was Erik Erikson<sup>2/</sup> who chiefly played on this concept as unique in the infancy stage.

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<sup>2/</sup>Erik H. Erikson, Childhood and Society (New York: W. W. Norton & Co., 1950)

Erikson maintains that at each stage in a child's development there is a central problem that has to be solved, and the first of these is trust versus mistrust. The crucial time for its emergence is the first year of life. This development of trust, by virtue of the nature of the concept, involves a relationship to something. This relationship basically involves the manner in which the infant's basic needs are met. This involves, more often than not, the need being met by the mother. Therefore, the infant's first meaningful contact with the world outside himself is his physical relationship with his mother, and because of this the extent and quality of this relationship lays the foundation for his basic outlook and attitude toward the world and himself.

The principal needs of the infant are engendered by hunger or lack of comfort stemming from some source. The "mothering" and feeding of the infant are, therefore, critical in the early personality development and for subsequent development.

As the child moves from what is generally regarded as infancy, the first year of life, into early childhood, there are a great many changes which take place. In the second and third years of life the child is generally conceived of as struggling to be more independent. This Erikson speaks of as the need to attain a sense of autonomy. The first earnest attempts at socialisation are made at this time, and the child becomes aware of his individuality.

As the child passes out of the infancy stage there is the gradual separation of the infant's self from the mother self. Whereas before the child could not distinguish itself from the

mother, who was its executive and perceptive agent, now the child perceives and executes more on its own. This occurs in a healthy manner only as the continuity of the primary union is preserved. As the infant's needs are met, his curiosity and exploration of the environment expands. Basic needs which go unmet tend to blunt the learning process. As he learns to walk and talk he expands his mastery over the environment. With the acquisition of speech, he substitutes verbal communication for the pre-verbal body language. As the child grapples more with reality about him, the importance of social discipline of the child grows.

This necessitates the child's coming to terms with the social standards of his parents. These standards vary with family structure and social and cultural patterns. The mother's care controls the socialization of the child. It is influenced by her relations with father and other family members. As the child submits to parental discipline, he begins to internalize the standards of parents and family. At first this takes the form of depending upon the parents as an external conscience, but he gradually incorporates these standards into his emerging personality. The child learns to pursue pleasure within the frame of reality. He learns to avoid pain and to postpone the need for immediate satisfactions.

During this period the family is the setting in which the child develops his social skills and learns to control his behaviour in accordance with the norms set up for him. Parental control is the principal guide, and the way this is used by the parents is one of the strongest psychological determinants of

personality development. The parents' role is in providing the child with an environment of parental affection, an opportunity to experience authority and discipline in an acceptable manner, a value system, and a healthy sexual identification, all of which are basic to the proper development of the child's personality.

With regard to standard setting, the phase of toilet training is a time during which the child experiences an imposing of standards of self-control and cleanliness. This is an aspect of socialization which is often overlooked, yet which constitutes a critical authoritative relationship between parent and child.

In early childhood also, the child's contacts with reality and increased motor skills couple in a need to find out what he can do. This Erikson speaks of as a sense of initiative. The child in his play world will imitate observed activity and attempt to put his own skills in action in testing his abilities through projects he may invent. In this regard it is important for healthy personality development that leeway and encouragement be given to the child's show of enterprise and imagination.

However, with the realization on the part of the child that he possesses certain physical capabilities comes the discovery that he can respond to the environment with aggressive action. Hostility accruing from frustrations, humiliations or threats may cause the child to express this aggressive capacity directly and openly. Consequences of such expression in terms of his own reaction and the reactions of others constitute important influences in his testing and learning processes, and subsequently have an effect on personality development.



Although a child's most significant relationships are with his parents, interaction with brothers and sisters plays an important part in personality development - mainly what is learned is the sharing of parental love. Adjustment in this sphere is coloured by the number of children in the family, the child's own rank in order of birth, the age and sex distribution of the children and any marked physical, intellectual or emotional differences among the family constellation.

The child's attitudes towards sex are inculcated in the period of early childhood and stem from his explorations of his own body, his first becoming aware of anatomical differences between the sexes, and parental reactions to the child's learning experiences in this sphere. Healthy parental reactions include a willingness to answer questions appropriately such as to provide an opportunity for the child to integrate his sexual knowledge as a natural part of his entire learning experience. This lays the groundwork for important areas of the adult personality, such as relationships with the opposite sex, capacity to exchange love and affection, and ability to assume proper sexual roles in life.

Throughout early childhood there is a changing of expression of the child's love needs to the two parents according to sex. Also, there is a differentiation of self in accordance with recognition of sex differences. There are distinct identifications made with each parent. The child by the end of this period shall have internalized the functions of conscience, however, and its functioning will be influenced by the distinction between male and

female parent and the emerging sexual identity of the child. The further stages of assimilation of parental standards and control are differentiated accordingly.

The next period, that of late childhood, is one of expansion of the emotional and social spheres of the child's interaction with his environment beyond the confines of his immediate family. The beginning of this period generally coincides with the child commencing school. During this developmental phase the child experiences vigorous physical growth and significant intellectual abilities emerge.

This period, which extends over five or six years, has as its achievement what Erikson calls the sense of industry. Pre-occupation with phantasy subsides and the child wants to be engaged in real tasks he can carry through to completion. Inherent in this period is what could perhaps more properly be called the sense of duty and accomplishment. What is to be noted is that children, after a period characterized by exuberant imagination, want to settle down to learning exactly how to do things and how to do them well. There is in this mission a need for the testing of social realities.

The learning process continues, but in the context of wider contact with peers and parent substitutes. This is a period of broadened social growth, education, and preparation for adolescent maturation.

The fact that the milieu for learning has broadened from family life into the community and school settings introduces into the child's life new standards and new goals which may often differ

from those to which he has been accustomed. Also, there is opportunity in this moving out from the sheltered home environment for the child's conscience, as it has developed to this point, to be tested. The social control of the home has been incorporated more or less into the personality and governs the child's activity to a great extent. The extent of social control which the neighbourhood exerts on the child will depend for the most part on the child's learning experiences as he moves out into that milieu. What the child sees and what he experiences will affect the child's conception of himself in this setting and he will govern himself in accordance with this image. If the child perceives that in this setting certain modes of behaviour will be sanctioned and others not, then he will for the most part attempt to conform in some degree to what appear to be the norms. However, the extent of pressure exerted by the community in this area of social control will depend largely on what has preceded this phase with reference to incorporation of some norms in the home environment.

With the onset of adolescence another period, the last to be considered here, begins. Adolescence is a critical phase in growth, for during this time the personality undergoes a deep transformation. The typical manifestations of adolescent change are familiar: insecurity, instability of mood and action, egocentricity, the sexual drives, exhibitionism, shifting images of self and emotional disorientation, lack of ease with one's body, preoccupation with physique and health, self-consciousness and fear of exposure, feeling of difference, conflict with authority, rebelliousness, craving for independence, hero worship,

suggestibility to outside influence, fear of inadequacy and failure, and finally, aspiration to be big in some field of human achievement.<sup>6/</sup>

Adolescence is the stage of pubescent growth bringing in its wake the struggles of adolescent adaptation to society. Differentiated sex drives emerge and there is a reorganization of the lines of identification, a re-alignment of group allegiances and roles, and anticipation of and preparation for the tasks of adult life.

In the adolescent sexual maturation is the positive feature. Yet in other areas all sorts of transitional adaptations between childhood and adulthood appear. Adolescents show in their behaviour both the child and the adult. Their complex adaptation is the product of two sets of forces: physical changes associated with rapid growth and sexual development, and group pressure, familial and cultural. This two-way pressure forces a profound shift in the equilibrium of personality. The emergence of an unbalanced mixture of childhood and adult traits is to be expected.

Erikson draws out the conflict in adolescence quite simply. He speaks of this period as one of storm and stress in which the principal problem is the establishment of a sense of identity. The adolescent seeks to clarify who he is and what his role in society is to be. He seeks to answer the questions foremost in his mind as to whether he is now a child or an adult, and ultimately will he be a success or failure in life's roles.

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<sup>6/</sup> Cf., Ackerman, Op. Cit., p. 208

By reason of these questions, the adolescent is often morbidly preoccupied with how he appears in the eyes of others as compared with his own self-image, and with how he can make the roles and skills learned earlier jibe with what is currently in style. However, the struggle for identity does not take place completely on the conscious level. What is at stake is a deep sense of continuity of the individuality, reaching back into the individual's earliest experiences and forward into his expectations and opportunities.

The closeness of the adolescent to his group is a significant molding force during his transitional adaptation. Often, the interchange between the adolescent and his group is so fluid and so rich that their respective identities can hardly be separated. The distinction between what is inside and outside the adolescent mind cannot, therefore, always be clear. (Within the family circle, the adolescent rebels.) Outside the family, the urge to conform to group standards is often extreme. These are all part of the dynamics which are present while the adolescent tries to find himself. ✓

In any adolescent's life the balance between privileges and responsibilities is a delicate one. The adolescent wants more privileges which are symbols of a status gained. Yet, the subsequent responsibilities which ensue are often difficult to handle. ✓ How the adolescent copes with responsibility depends, to a great extent, on parental standards, and on how he has accepted authority throughout earlier phases of development.

The transition from childhood to adulthood is not by any

means the easiest adaptation to make. Success in proper development during this formative period seems to lie in retaining a continuity in the transition between childhood and adulthood, so that self-images and identities can properly evolve with as little conflict as is possible between what has gone before and what lies ahead. The retention of this continuity can help the adolescent to "find himself" more easily, for this is the obligation on him at this time. He must emancipate himself from parental authority and cultivate his autonomy, while at the same time preserving lines of healthy identification with parents and family.

To this point, a simple sketch of normal personality development has been presented. However, it is obvious that there are myriad numbers of occurrences which can upset the balance of normal development throughout the periods described. Therefore, in order to complete the developmental picture, it is necessary to mention some of the elements which may enter the child's life and which may cause subsequent aberrations in the child's personality. It is not altogether possible here to draw out all the dynamics involved whereby the child with a damaged personality becomes delinquent. However, in each instance the cause and effect will be tied together to give an indication of their relatedness.

In the infancy period the chief needs have been described as love and satisfaction of basic physical needs. The observations of Bowlby<sup>2/</sup> and others give quite conclusive evidence of the

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<sup>2/</sup> Cf., John Bowlby, Maternal Care and Mental Health (Geneva: World Health Organization, 1951)

damaging effects of maternal deprivation throughout this first year of life on subsequent personality development. The child is most vulnerable as an infant and failure to incorporate what has been described by Erikson as a sense of trust will leave its mark on the child's personality. Should the problem of trust versus mistrust be left unsolved or improperly solved, the child does not have an opportunity to develop a feeling of his own worth; nor does he develop a feeling that his environment is a place in which he is trusted or in which he can invest trust. Therefore, the incentive to behave in accordance with social values is at least minimal, since the world becomes as a jungle in which he must take for himself. Consequently, the resulting pattern of behaviour in later years, should the problem not be compensated for later in some way, may well be a delinquent one. ✓

As the child moves into early childhood his life becomes more complex, and ultimately the problems which can arise become more numerous. However, psychological problems which are evidenced during this period generally involve one or another aspect of the socialization process. Rejection, over-protection, and marital discord, or broken homes are the usual deviations from sound parent-child relationships which are most frequently seen.

Parental rejection is characterised in many ways; it may be overt and explicit, or subtle and unconscious; it may be a persistent pattern or inconsistently displayed; and it may be expressed in many ways, such as denial or deprivation, nagging, favouritism among siblings, or sheer neglect. The child depends on his parents for evaluation of himself and of the outside world.

Rejection on the parents' part will produce in him some form of negative reaction. This is most often evidenced in the child acting out his behaviour in a manner which is contrary to expected patterns. The delinquent behaviour pattern is one such way of the child acting out his negative feelings.

In overprotection, the parent consciously or unconsciously prevents the child from developing normal independence in his interactions with the environment. Overindulgence or dominating control may be the hallmarks here. Overprotection interferes with the child's efforts to test his powers for meeting the stresses of his environment, leaving him poorly prepared to face the realities of life outside the home. Hence, the child is prone to take part in delinquent activity, should this be a dominant characteristic of the peer group.

Evidence consistently shows that the wholesome personality development of the child takes place most smoothly with both parents in the home. Through satisfactory relationships with both parents in the home he is able to achieve a sense of his own personal worth and dignity and he will begin to make differentiations between and appropriate identifications with the sex roles.

Marital discord and broken homes upset the natural phases of family life and deprive the child of this experience. Of course, circumstances such as death or work commitments of a parent may also have a similar affect, depending on the child's previous adjustment, and on what other relationships may be available to the child for the purpose of filling in the gap. Nonetheless, the child who does not have the opportunity of experiencing normal



home life is often deprived of the security of having developed his own self image properly. Negative reactions to being deprived of what other children normally experience can result in the child's adopting a delinquent mode of behaviour, or in his identifying with other delinquents. Marital discord itself is confusing to the child in that his allegiance to or identification with one or other parent seems to involve him in the rift between the marriage partners.

In the area of authority and discipline, it is the parents who set the standards to which the child is expected to conform. Whether the child finds it possible or not to accept the reality demands imposed on him depends on whether or not the standards are appropriate to the child's maturity and is also related to the manner in which the standards are imposed. Where the standards are beyond the child's capacity or imposed too arbitrarily or dogmatically, the adjustment of the child under such circumstances is apt to be poor. Lack of standards or inconsistent application can lead to confusion on the part of the child and an ultimate difficulty in adjustment to the demands of later stages of development. The child who has not experienced proper authority and discipline either fails to learn the social values to which he is expected to conform, in the case of inconsistency or laxity on the part of parents; or he rebels against conforming, in the case of rigidity of the parents. The result in any case is often delinquent behaviour.

With relation to discipline, the child has to learn to modify or control aggressive modes of behaviour. The modification

or rechanneling of aggressiveness is a capacity which must be developed properly and which, if not developed, can cause adjustment difficulties in later developmental stages. The delinquent behaviour pattern is often one of acting out aggressions.

At any time throughout a child's development traumatic experiences can have a profound effect on the subsequent adjustment of a child. However, the impact of any traumatic experience on a child's development is always influenced by the child's development up to that time. Also, the way in which people significant to the child handle the experience determines greatly the impact of the trauma.

Common traumatic experiences which the child may encounter and which can be significant to the child's personality development are: death of parents or siblings, surgery, accident or severe illness, sudden or prolonged separation from parents, intense or protracted frustrations, and deprivation of basic physical and emotional needs. The more drastic the trauma, or the more prolonged, the stronger will be its effect in the causation of maladjustment. However, this result depends on the child's interpretation of the traumatic experience in terms of his inner feelings. Also, a child given much support at the time of such an experience will be less affected by it. Trauma poorly handled can leave the child with the impression that he has been forsaken or rejected at a time when his need was greatest. Thus rejection by the child of much of what has gone before can result, namely, that a child will act against parents and society for having been rejected. Hence, again the delinquent acting out pattern may ensue.

The period of late childhood is one in which physical development is notable. It is also the period in which the child is moving out from the family circle into school and community contacts. In order that the child feel normal within the school and peer groups, it is necessary that he appear normal.

The child who is abnormal physically is the one who is most often seen as the loner, who, by virtue of peer group rejection or of his own inferiority feelings, acts and performs alone. His feelings around being a loner, whether by choice or by group pressures, are often feelings of hostility and bitterness, which often come out in antisocial behaviour or delinquency.

Just as the child who is dissimilar physically may become a loner, so also the child who cannot cope with the school situation may become cut off or may divorce himself from full participation in the peer group and its activities. A child who cannot achieve a sense of adequacy in coping with school endeavors may turn to other activities to compensate and in which he feels he can cope somewhat adequately. Due often to his hostility at not being able to cope in school, his behaviour will be a means of acting out against authority, and therefore is of a delinquent nature.

Within the peer group itself there are group dynamics which entail the boy performing at a certain level. This is part of the socialisation process on the group level. An inability on the part of the child to use the group properly and as a means of expression will result in frustration and in either his being singled out by the group or in his divorcing himself from it.

The end result, regardless, is the same in that he feels frustration, rejection, and very often hostility which may result in his adopting the mode of behaviour characteristic of the delinquent.

In moving out from home to community the child is often confused by the lack of norms outside such as he has been accustomed to inside the home. At least there are dissimilarities in certain areas between the neighbourhood milieu and that of the home. To the child this is an imperceptible thing, yet eventually he finds out that he can do certain things outside the home that were not allowed in it. There is, therefore, a lack of social control in the neighbourhood situation. Should the incorporation of social values and norms by the child not have been complete or strong enough while in the home environment, there will inevitably be a reduction of stringency on the part of the child so that neighbourhood norms and values become the more sought after level.

Therefore, where there is a lack of, or poor social control, and hence low values, the resultant will be that behaviour will more closely approximate that designated as a delinquent pattern.

Where neighbourhood control and neighbourhood values are lowest, delinquent activity can be expected to be the highest. Consequently, the child in adopting that mode of behaviour which to him is seemingly the sanctioned pattern, adopts the delinquent pattern.

In the adolescent stage are found some of the more stressful conflicts which the person must undergo in the process of development. However, though delinquency may become apparent more often during the adolescent stage, it may not be stated flatly that the adolescent conflicts are the strongest determinants toward

delinquency, should they be poorly settled. This is so because many conflicts which may have lain dormant through preceding stages often return to be solved during this period. It is a period of new conflicts surely, yet outstanding unsolved conflicts also present themselves for resolution in preparation for the person beginning adulthood.

However, this but adds to the complexity of the adolescent period, and no further reference than the above will be made to conflicts which were met in earlier stages of development. It must be borne in mind though, while considering the adolescent stresses, that this is the situation that does exist, namely that the adolescent's adaptive capacity is under strain from the onset of this period due to this carry-over from prior stages.

The adolescent is seen as being under great stress to find himself and establish his identity. Throughout the preceding years he has acted as a child and has been treated as a child. However, adulthood lies ahead in which he must act as an adult, and in which he has aspirations of being treated as one.

Physically, the adolescent attains adult proportions during this phase, yet there is often an emotional lag. Consequently, the adolescent feels he should be allowed more privileges in keeping with his physical maturation. Parents, on the other hand, are more inclined to mete out these privileges commensurate with the emotional maturation. It is around this point that a great deal of the adolescent's rebellion against the family is produced.

Rebellion, being one of the major characteristics of the adolescent, is of importance in understanding the delinquent in

this period. It is a matter of degree as to whether this trait of the adolescent is manifested in delinquency. Complete rebellion would be evidenced in utter rejection of all parental social values, and in adopting an antisocial and delinquent behaviour pattern. At the opposite end of the scale is rebellion against his lack of recognition as an adult in the home, which is compensated for by acceptance in the peer group. The youth who can cope adequately in the peer group and who receives recognition and status without adopting antisocial behaviour can often adjust to the demands made on him in the home situation.

Therefore, the adequacy of peer relationships is of great importance. However, the means the peer group itself uses to satisfy the needs of its members may entail delinquent activity. Hence, if the adolescent can carry over the social values incorporated earlier in the home into the peer group, resort to delinquent behaviour in proving himself may not ensue. It is in relation to his peers that the adolescent seeks out his own identity. If the adolescent can meet the need of finding himself through identification with a peer group which provides satisfactions through normal activities, recourse need not be made to delinquent activities.

Delinquent behaviour results most often from the peer group being unable to satisfy the needs of its members, or from the adolescent being unable to find his place in, and seek some identity through peer relationships. The delinquent who is rejected by, or who divorces himself from, peer group relationships often uses the delinquent behaviour pattern in an attempt to

satisfy his needs.

The adolescent who can fit himself into the peer group most often invests the most of himself in conforming to the group. Therefore, with regard to the individual's behaviour, much depends on which mode of behaviour the group adopts.

## CHAPTER III

### GROUP FINDINGS

The study was done on one hundred and sixty-three boys from the after-care cases of the Department of Public Welfare. These cases included only boys from Halifax County who were institutionalized at the Nova Scotia School for Boys and who were released between January 1, 1955, and December 31, 1961. The mean age of the delinquent group was thirteen years of age. The upper and lower age limits of the group under study were over seven years, and up to sixteen years respectively.

The most common offences which were found on the court records, irrespective of what appearance in court was represented, were theft, truancy, and break and enter respectively. Theft accounted for 33.3% of the total number of offences recorded, truancy accounted for 20.8%, while break and enter accounted for 6.4%. From the nature of the offences as a whole, it would seem to be indicated that sexuality is not generally involved. Rather, there is a preponderance of offences involving material gain and acting out against authority in general.

Of the one hundred and sixty-three boys committed to the Nova Scotia School for Boys, it is noted that one hundred required only one commitment; forty-seven were recommitted a second time;



nine required a third commitment; and seven had four commitments. Four commitments were the maximum number that any of the boys had among the group under study. The average length of stay in the institution was in the six to twelve month range.

The hypothesis for the study has been defined as being that certain factors may lead to personality problems which may subsequently be manifested in delinquent activities. It is intended here to show certain causal factors as being significant in contributing to juvenile delinquency.

These factors are generally broken down into two broad groupings; the first group contains factors which are related more specifically to familial relationships and structure; the second group contains factors related to environmental influences exterior to the family constellation which have an influence on the functioning of the family and its members.

With regard to the family, it was initially found from Table I that of the delinquent group, 125 of the 163 delinquents were born to married parents. This represents 76.6% of the total number. Of the remainder 10.4% were born of unwed mothers, 5.6% were born into common-law unions, and 7.4% were undetermined as to the marital status of their parents. This information represents essentially the extent of the available data on the birth circumstances of the group under study.

At the time of first commitment, as shown in Table II, 126 of the 163 delinquents, which represented 77.4%, were in the age group over twelve and up to sixteen, the mean age for the total group being 13 years. It would appear from these statistics,

TABLE I

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 PARENTS' MARITAL STATUS AT TIME OF BOY'S BIRTH

<u>Marital Status of Parents</u>	<u>Number of Cases</u>	<u>Percentage</u>
TOTALs	163	100.0%
Children of Married Parents:	125	76.6%
Children of Unwed Mothers:	17	10.4%
Children of Common-law Unions:	9	5.6%
Not Known:	12	7.4%

TABLE II

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 BOY'S AGE AND NATURAL PARENTS' MARITAL STATUS  
 AT THE TIME OF BOY'S FIRST COMMITMENT TO  
 THE NOVA SCOTIA SCHOOL FOR BOYS

<u>Age in Years</u>	<u>TOTAL</u>	<u>Mar<sup>M/</sup></u>	<u>Div</u>	<u>Des</u>	<u>Sep</u>	<u>Wid</u>	<u>UnM</u>	<u>N/R</u>
TOTAL:	163	81	4	3	27	20	16	12
7, under 8:	2	1	1	-	-	-	-	-
8, under 9:	4	2	-	-	-	-	2	-
9, under 10:	6	5	-	-	1	-	-	-
10, under 11:	10	7	-	-	1	-	2 <sup>M/</sup>	-
11, under 12:	15	5	1	-	2 <sup>M/</sup>	-	2	2
12, under 13:	23	10	-	1	7	2 <sup>M/</sup>	1	2
13, under 14:	25	11	1	-	3	5	4	1
14, under 15:	37	18	1	1	4	6	4	3
15 and over:	41	22	-	1	6	7 <sup>M/</sup>	2	3

<sup>M/</sup> Abbreviations are for: Married, Divorced, Deserted, Separated, Widowed, Unmarried and Not Recorded.

<sup>M/</sup> In one case in each of these categories the boy was with the father, not the mother.

therefore, that the majority of the delinquents at first commitment were in the adolescent group.

Further, from Table II it is shown that 81 of the 163 delinquents at the time of their first commitments came from homes which were not broken by death, divorce, separation, or desertion. Data concerning the marital status of the parents at the time of the delinquents' first commitment was not available in the cases of 12 of the delinquents. Of the remaining 70 delinquents the marital status was recorded as being other than married.

Of these cases on which data were available 27 were recorded as having separated parents; 4 were recorded as having divorced parents, and 3 were recorded as one of the parents being deserted. In the 34 cases represented by these categories of divorce, separation, and desertion it may be assumed that marital conflict was in evidence in the homes, since these of themselves are indices of discord.

In the case of 20 of the delinquents death of one parent was recorded. This is a disruption in the family constellation which imposes still another type of stress than that felt in homes with marital conflict. The affect of the stress would, however, be conditioned by the existence of other strengths in the home. It would seem to be indicated, though, that these boys were adversely affected in some degree by the stress, by virtue of their subsequent delinquency.

Finally, in the case of 16 of the delinquents, the data showed them as being born of unved mothers. This group is seen as having imposed on them a third type of stress which may reach

even greater proportions, in view of the social stigmas attached to such a situation.

From Table III it is seen that of the 163 delinquents represented by the study, in 38% of the case records there was recorded the fact that the mother figure had a work history. However, the full significance of this factor could not be ascertained since it was unclear in many of the cases at what period of the child's development the mother had worked outside of the home. The information that was available tells when the mother was working, but does not necessarily mean that at other times she was not employed. The criterion for judging whether or not recorded work history had any significance and whether it was to be included in the table was that the work history occur at the time of, or prior to the boy's being committed to the Nova Scotia School for Boys.

The fact that 38% of the group under study had working mothers becomes significant when it is compared to the Nova Scotia census data for 1951 regarding working mothers. The census data shows that only 8.4% of the mothers in the provincial population were working at that time. The disparity in this regard between the delinquent group and the provincial average is quite large. It would seem, then, that the mother's working outside of the home, when combined with other factors, has some significance in relation to the subsequent delinquent activity of the boys under study in this project.

Table IV shows the number of children in the family in the case of each delinquent. The average number of children per

TABLE III

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
MOTHER'S EMPLOYMENT HISTORY

<u>Mother's Work History</u>	<u>Number</u>	<u>Per cent</u>
TOTAL:	163 <sup>a/</sup>	100 <sup>b/</sup>
No work history recorded:	101	62%
Work history indicated:	62 <sup>a/</sup>	38%
Work history prior to boy's first offence:	38 <sup>a/</sup>	23 <sup>a/</sup>
Work history at time of boy's first offence:	42	26%
Work history both prior to and at time of boy's first offences:	31	19%

<sup>a/</sup> This column refers to boys rather than to mothers: because of the way in which data was secured it was not possible to eliminate duplications where two, and in one case three, boys were children of the same mother.

<sup>b/</sup> All percentages are based on the total group of 163 boys.

<sup>c/</sup> This group includes twelve cases where there was indication in the record that the mother had worked but not of when this was in relation to the boy's first offence; these cases were not included in the second part of the table.

<sup>d/</sup> Categories in the second part of the table are not mutually exclusive, and cannot be added as to number or percentage.

TABLE IV

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 SIZE OF THE FAMILY

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<u>Size of Family</u>	<u>Number</u>
TOTAL:	163
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1 child:	11
2 children:	19
3 " :	15
4 " :	21
5 " :	12
6 " :	9
7 " :	11
8 or more children:	31
Not shown:	34

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family for the group under study is 5.1 children. Comparing this with the 1951 Dominion Bureau of Statistics figures for Halifax County, the average number of children is seen as being 2.4 for that area. Therefore, the average delinquent in the group under study comes from the larger than average family.

Of the 163 boys under study, 34 had nothing recorded regarding size of family. The description with reference to this aspect, therefore, is of 129 delinquents. Of this group, 84, or 65.1% came from families with four or more children. On the other hand, only 8.5% of the delinquents were the only child in their families. Also, 14.7% came from families with two children, and 11.6% came from families having three children. These figures are in keeping with the suggestion that the delinquents in the group under study tend to come from the larger families.

With reference still to the family, Table V shows in each case the positions in order of birth that the delinquents under study held in the family. From the table it is seen that 116 of the total group of 163 are known as to their ordinal position in the family. Of this number the largest percentage fall in the oldest child and second oldest child groupings; the former representing 24.1% of the total group and the latter 14.7%. Together these represent 38.8% of the total group of 163 under study. However, the relative significance of these figures, if one were to attempt to relate ordinal position directly to delinquency, is diminished by the fact that there are naturally going to be more oldest children than second oldest in the total population, and likewise more second oldest than children of



TABLE V

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 ORDINAL POSITION IN THE FAMILY

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<u>Ordinal Position</u>	<u>Number</u>
TOTAL:	163
<hr/>	
Oldest child:	39
Second " :	24
Third " :	13
Fourth " :	3
Fifth " :	3
Sixth " :	2
Seventh or Later " :	4
Not Shown:	47
<hr/>	
Only child:	11
Youngest child:	17

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higher numerical position.

From Table VI, which represents the data concerning intelligence for the group under study, it may be seen that there are distribution deviations with respect to intelligence ranges. This table represents 110 of the 163 boys in the total group. In the table it is notable that slightly over 67% of this delinquent group of 110 were recorded as having an intelligence quotient (I.Q.) below 90, whereas in the general population only an estimated 25% have I.Q.'s in this lower range. There would seem to be a significant gap, then, between the delinquent group and the general population. An I.Q. below 90 generally represents a dull normal intelligence level or less.

Next, in the average intelligence range, that is 91-110, a deviation is again found in that of the general population, 50% fall within this category. However, only 30.91% of the 110 boys represented here were in this same intelligence range.

Finally, in the range from 111 and over, which signifies higher than average ranges, the deviation from the normal becomes still more noteworthy in that only 3.63% of the 110 boys were in this category, as contrasted with that of 25% for the general population. The general significance of this table may be summed up in saying that the weighting of intelligence for the 110 boys of the delinquent group under study as represented in this table shows quite a significant concentration toward the lower segment of the intelligence scale.

Table VII shows the location among the seventeen census tracts of the City of Halifax of eighty of the delinquent boys

TABLE VI

DISTRIBUTION OF 110 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 INTELLIGENCE QUOTIENT, AS SHOWN IN RECORD

<u>Intelligence Quotient</u>	<u>110 Delinquents</u> No. %	<u>Normal Distribution</u> By Percentages
TOTAL:	110 <sup>2/</sup> 100.0	100.0
Below 80:	36 <sup>2/</sup> 32.7	8.9
80 to 90:	36 32.7	16.1
91 to 110:	34 30.9	50.0
111 to 119:	3 2.7	16.1
120 and over:	1 0.9	8.9

<sup>1/</sup> Source: David Wechsler, The Measurement of Adult Intelligence, third edition, 1946.

<sup>2/</sup> The IQs of 53 of the original group of 163 boys were not recorded.

<sup>3/</sup> 22 boys had an IQ between 70 and 79; 12 boys had an IQ between 60 and 69, and two boys had IQs between 50 and 59.

TABLE VII

NUMBER OF DELINQUENTS, CHILD POPULATION AGED 6-17, AND  
DELINQUENCY RATE BY CENSUS TRACTS FOR THE CITY OF  
HALIFAX ON THE BASIS OF 80 DELINQUENT BOYS  
ON AFTER-CARE SERVICE OF THE DEPARTMENT OF  
PUBLIC WELFARE BETWEEN JANUARY 1,  
1955 AND DECEMBER 31, 1961

<u>Census Tract</u>	<u>Number of Delinquents<sup>a/</sup></u>	<u>Population Aged 6-17<sup>b/</sup></u>	<u>Delinquency Rate<sup>c/</sup></u>	<u>Rank</u>
1	0	435	0.0	(17)
2	2	748	2.7	(7)
3	5	541	9.2	(3)
4	22	1,207	18.2	(1)
5	31	1,999	15.0	(2)
6	3	1,196	2.7	(6)
7	2	1,139	1.8	(9)
8	3	1,511	2.0	(8)
9	0	423	0.0	(16)
10	0	728	0.0	(15)
11	1	618	1.6	(11)
12	0	1,245	0.0	(14)
13	1	91	11.0	(4)
14	3	1,858	1.6	(10)
15	0	634	0.0	(13)
16	1	898	1.1	(12)
17	6	1,123	5.3	(5)

<sup>a/</sup> The total number on which this table is based is 80, these being the cases in which sufficient data were available to allow each case to be mapped.

<sup>b/</sup> The population in each tract aged 6-17 inclusive in families is drawn from the Dominion Bureau of Statistics data by census tracts for the City of Halifax for 1956.

<sup>c/</sup> The delinquency rate is expressed as a rate per thousand population aged 6-17 in each tract.

under study on whom there was sufficient information to allow them to be validly placed in a particular tract. The significance of this table is that it shows up the tracts which have a high rate of delinquency. The rate was derived as a rate per thousand juveniles in families between the ages of six and seventeen. The high rate tracts are tracts 3, 4, 5, 13, and 17. The mean rate for the city was derived as 4.8, and each of the above five tracts exceeded this rate, whereas the remaining twelve tracts did not.

Tracts 3, 4, 5, and 13, which were the tracts of highest delinquency rates and which contained 73.8% of the total group represented in this table, have in common the fact that they are all adjacent and they make up the downtown area of Halifax, where-in a high percentage of the land use is of a commercial nature. The fact that these areas are predominantly commercial, and becoming increasingly so, influences the residential aspect of these areas. The ultimate result is that as commercial land use increases, residential land use decreases. Dwellings within the area tend to become devaluated, over-crowded and run down, with the subsequent result on the population there being a lack of pride and interest.

The situation in tract 17 would seem to be that in the redevelopment schemes undertaken to date there has been a certain amount of relocation of families, presumably from areas undergoing redevelopment to this area wherein are several lower rental projects. Other than this, there seems to be little indication from available data that there are many aspects in common between the downtown area and tract 17.

Figures I and II refer to educational achievement of the delinquent group both before and during the boys' first commitment to the Nova Scotia School for Boys. These figures both show that over 50% of the group recorded in either case were behind in school from one to three grades, the heavier weighting being in the three grades behind category. This shows that a great many of this delinquent group did have difficulty in scholastic endeavours.

However, it is difficult to draw further inferences as to whether this is the effect of the culmination of various other circumstances and factors, and an indicator of delinquent patterns, especially rejection of authority; or whether there is rather a causal relationship between this factor and delinquency; or finally, whether there is a combination of the two possibilities at play in most instances. This is a moot question to which possible answers will not be presented here. Suffice it to say that educationally the delinquent experiences considerable difficulty, and that there would seem to be several interpretations of this fact.

The foregoing gives generally the more important findings of the project as they were drawn from the primary data in the group undertaking. More will be said in the following chapter of the environmental influences.

FIGURE I

CHART TO SHOW DISTRIBUTION OF 136 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 BY VARIATION FROM EXPECTED GRADE BEFORE FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS

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o 1	One grade ahead:	1
oooooooo:oooooooo:oooooooo:oooooooo:oooooo		48
	In proper grade:	48
oooooooo:oooo	One grade behind:	15
oooooooo:oooooooo: 20	Two grades behind:	20
oooooooo:oooooooo:oooooooo:oooooooo:oooooooo:oo		52
	Three grades behind:	52
TOTAL BEHIND EXPECTED GRADE: 87	TOTAL:	136

---

Each symbol represents one boy; colons are substituted to mark the tens.

FIGURE II

CHART TO SHOW DISTRIBUTION OF 146 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 BY VARIATION FROM EXPECTED GRADE DURING FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS

---

o 1	One grade ahead:	1
oooooooo:oooooooo:oooooooo:oooooooo:oooooooo:oooooooo:oooooooo		69
	In proper grade:	69
oooooooo: o 11	One grade behind:	11
oooooooo:oooooooo 18	Two grades behind:	18
oooooooo:oooooooo:oooooooo:oooooooo:ooooooo		47
	Three grades behind:	47
TOTAL BEHIND EXPECTED GRADE: 76	TOTAL:	146

---

Each symbol represents one boy; colons are substituted to mark the tens.



## CHAPTER IV

### ANOMIE AND DELINQUENCY

The concept of anomie occupies an important place in sociological theory and has been used to explain a wide array of aberrant social phenomena. Emile Durkheim introduced the concept into sociology through his studies in France on suicide.<sup>1/</sup> Durkheim used anomie to describe a milieu in which the group's control of its members has broken down, thereby liberating the individual from moral authority; an environment in which, because socially imposed discipline has been relaxed, group solidarity has weakened, thus creating personal disequilibrium that manifests itself in various forms of antisocial behaviour. This is close to the original Greek word "anomia", literally meaning "lawlessness".

Robert Merton goes deeper into the etiology of this illness of a society. He shows how culture defines goals and interests<sup>2/</sup> and sets forth acceptable modes of achieving these goals; notwithstanding this, regulatory norms do not necessarily coincide with norms of expediency. In other words, deviant behaviour is a symptom of dissociation between culturally defined aspirations and

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<sup>1/</sup> Cf., E. Durkheim, Le Suicide (Paris, 1912)

<sup>2/</sup> Cf., Robert K. Merton, Social Theory and Social Structure (Glencoe, Illinois: The Free Press, 1951) pp. 125-149.

socially structured means. Merton uses the anomic concept to explain how our culture exerts certain pressures upon some groups in our society to produce among them socially non-conforming rather than conforming conduct. The emphasis in our society is upon material success obtained through competition.

While great stress is placed upon the need for attaining the institutionalized goals,\*there has not been a corresponding emphasis on guaranteeing the institutionalized means for achieving them,\* so that some economic and ethnic groups are cut off from legitimate access to these goals.\* Prompted by the excessive social stress upon success, members of these underprivileged groups resort to the most expedient, although illegitimate procedures for attaining the success goals.\* Resort to the test of expediency - "success at any price" - generates a state of normlessness or anomic in society. This anomic then becomes the incubator of widespread non-conformist behaviour.

In operationalizing the concept in the study it was necessary to identify those variables in terms of which the phenomenon represented by the concept can be observed. Variables thus identified become the indices of the phenomenon. So many research projects on juvenile delinquency are only isolated, disconnected, discrete bits of fact. Research acquires scientific relevance only as it becomes related to one or other of the concepts of social science. By linking the findings of a study such as this to a concept like anomic it is possible to relate juvenile delinquency to other socially deviant phenomena which are embraceable within the same conceptual class. Hence established theory can

be brought to bear upon juvenile delinquency and thereby can illuminate it.

In his study on delinquency in Baltimore,<sup>2/</sup> Bernard Lander found through partial correlation and factor analysis techniques that a cluster of variables were found to be significant and together classifiable as indices of anomie. These three factors were the percentage of homes owner occupied, the percentage of non-whites, and the juvenile delinquency rate.

However, for the purpose of this study it was not feasible to use either the first or second of these variables, due to the lack of available data and the cultural differences between the area under study in Lander's report and the local area under study here.

This leaves the variable of incidence of delinquency. This is, without doubt, a most valid index of anomie, since no better measure of normlessness is available than behaviour that violates the norms. However, the use of this variable as an index must be excluded on logical grounds. One cannot use as an index of a hypothetical cause, namely anomie, the very effect which we are seeking to attribute to that cause. To do so is to be guilty of circular reasoning.

What is left then is to choose variables to be used as indicators of anomie which would appear on purely logical grounds to be more appropriate than the three just refuted. These are

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<sup>2/</sup> Cf., Bernard Lander, New Directions in Delinquency Research (New York: Columbia University Press, 1954)

examined as possible indices because there would seem to be a link with the concept on the basis of the simple definition of it, namely, a state of normlessness.

The items for examination in this respect were in two categories: those regarding population, and those regarding housing characteristics. In the former category it was unfortunate that only one group of data could be clearly enough defined to work with, and this referred to the ratio of single males to the total male population in each tract. In the second category three groups of data were established; one concerning the percentage of dwellings of the total dwellings in each tract which were sub-standard; a second concerning the percentage of dwellings situated over commercial sites among the total number of dwellings for each tract, and the third concerning the percentage of dwellings with roomers among the total number of dwellings for each tract. In each case the tracts were ranked from high to low, according to the percentage or ratio found from initial calculations.

From the group of delinquents under study it was possible to draw a total of ninety cases in which there was recorded the fact that the boy had lived in the City of Halifax during a significant period in his life, and for a significant length of time. It was further possible to chart eighty of these on a map of the city. By using the Dominion Bureau of Statistics description of, and data regarding tracts, it was possible to ascertain the delinquency rate in each of the seventeen census tracts of the city as a rate per thousand children of age six to seventeen years inclusive in families. The results of these calculations were

also ranked showing the areas with the highest delinquency rate.

The obvious implications of the delinquency rates were that tracts 3, 4, 5, 13, and 17 seemed to be significantly high. From the illustration in the Appendix, tracts 3, 4, and 5 are adjacent to one another and make up the waterfront, commercial, and industrial areas between Morris Street on the South; South Park Street, the Citadel and its adjacent parks and Robie Street on the West; North Street on the North; and the Harbour on the East. Tract 13 lies adjacent to tracts 3, 4, and 5 and directly East, taking in the extra territory up to Robie Street on the East and Inglis Street on the South. Tract 17, on the other hand, is set apart from the four tracts just described in that it is situated in the North-West corner of the city, and is not physically connected with any of the preceding ones. Tract 17 is bounded by Kempt Road, Windsor Street, Bayer's Road, and the city's Western boundary. Reference to directions is not made in view of the irregular shape and direction of the boundaries of this tract.

Although the five tracts just mentioned do seem to be most significant, only four shall be considered to be so. Hence, only tracts 3, 4, 5, and 17 will be considered, since tract 13 is composed of essentially parks and institutions. In this tract, according to the Dominion Bureau of Statistics, there is a low population recorded between the ages of 6 and 17, and thus the incidence of one delinquent can establish such a high rate as is found in this instance. However, in view of the larger population base and larger delinquency scatter in the other four tracts, they shall be considered as having relatively much greater

validity with regard to their respective rates.

Excluding tracts 3, 4, 5, and 17, which are considered as having considerable significance, and tract 13 of which we have spoken, there are then twelve tracts remaining. Of these twelve, five did not contain any of the delinquent group, whereas seven tracts taken together contained a total of fifteen of the delinquents. Therefore, the four significant tracts contain 64 of the 80 delinquents mapped, or a total of 80%. This would seem to be quite significant.

The significance of the four characteristics of the census tracts which have received mention earlier in relation to the phenomenon under study, namely juvenile delinquency, is achieved through the use of the rank-difference coefficient of correlation. Through employment of this method of correlation the variables stand out in order of importance, in their association with juvenile delinquency, as follows:

- |   |       |
|---|-------|
| 1.) Ratio of single to married males      | + .75 |
| 2.) Percentage of dwellings over commerce | + .67 |
| 3.) Percentage of dwellings substandard   | + .64 |
| 4.) Percentage of dwellings with roomers  | + .50 |

The data on which these calculations were based are contained in Table VIII and Table IX.

It is seen, therefore, that there is a high degree of association in the case of the ratio of single to married males, whereas the association is not so evident in the latter three characteristics concerning housing. With regard to the latter, there is substantial association shown between delinquency, as

TABLE VIII

NUMBER AND RATE PER CENSUS TRACT FOR THE CITY OF HALIFAX OF 80 DELINQUENT BOYS, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, COMPARED WITH CERTAIN HOUSING AND POPULATION DATA

Census Tract	Delinquents <sup>a/</sup>			DWELLINGS <sup>b/</sup>		Over Commerce	
	No.	Rate	Rank	%	Rank	%	Rank
1	0	0.0	(17)	0.34	(11)	1.68	(11)
2	2	2.7	(7)	2.34	(6)	4.00	(9)
3	5	9.2	(3)	6.90	(3)	27.20	(2)
4	22	18.2	(1)	21.37	(1)	39.20	(1)
5	31	15.0	(2)	7.26	(2)	13.75	(3)
6	3	2.7	(6)	2.38	(5)	7.20	(4)
7	2	1.8	(9)	0.17	(13)	6.30	(6)
8	3	2.0	(8)	2.94	(4)	1.22	(14)
9	0	0.0	(16)	0.00	(15)	0.32	(17)
10	0	0.0	(15)	0.15	(14)	1.32	(13)
11	1	1.6	(11)	0.26	(12)	3.58	(10)
12	0	0.0	(14)	0.73	(9)	4.87	(7)
13	1	11.0	(4)	0.00	(16)	6.88	(5)
14	3	1.6	(10)	0.68	(10)	4.84	(8)
15	0	0.0	(13)	1.42	(7)	1.42	(12)
16	1	1.1	(12)	0.00	(17)	0.96	(16)
17	6	5.3	(5)	0.87	(8)	1.21	(15)

<sup>a/</sup> This table refers to 80 delinquents on whom there were sufficient data to place them on a map of Halifax. Ten of the Halifax delinquents in the study did not meet this criterion.

<sup>b/</sup> Data on dwellings refer to data gathered by the Halifax Housing Survey by census tracts and dated July, 1961.

<sup>c/</sup> % refers to the percentage of dwellings of the total number in the tract having each particular housing characteristic.

TABLE IX

NUMBER AND RATE PER CENSUS TRACT FOR THE CITY OF HALIFAX OF 80 DELINQUENT BOYS, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, COMPARED WITH CERTAIN HOUSING AND POPULATION DATA

Census Tract	Delinquents:			DWELLINGS: With Roomers		Ratio Single to Married Males:	
	No.	Rate	Rank	%	Rank	Ratio <sup>A/</sup>	Rank
1	0	0.0	(17)	2.35	(6)	0.503	(11)
2	2	2.7	(7)	10.32	(3)	0.479	(13)
3	5	9.2	(3)	13.00	(2)	0.523	(6)
4	22	18.2	(1)	17.33	(1)	0.557	(3)
5	31	15.0	(2)	9.03	(4)	0.638	(1)
6	3	2.7	(6)	1.29	(8)	0.594	(2)
7	2	1.8	(9)	4.25	(12)	0.522	(7)
8	3	2.0	(8)	0.64	(11)	0.534	(4)
9	0	0.0	(16)	2.20	(7)	0.452	(17)
10	0	0.0	(15)	1.24	(9)	0.468	(14)
11	1	1.6	(11)	0.26	(13)	0.455	(15)
12	0	0.0	(14)	0.98	(10)	0.482	(12)
13	1	11.0	(4)	7.65	(5)	0.508	(10)
14	3	1.6	(10)	0.23	(14)	0.514	(8)
15	0	0.0	(13)	0.19	(15)	0.453	(16)
16	1	1.1	(12)	0.19	(16)	0.512	(9)
17	6	5.3	(5)	0.00	(17)	0.529	(5)

<sup>A/</sup> Ratio refers to the quotient arrived at by dividing the number of single males in each tract by the number of married males.



recognized by this study, and the housing data considered, but the coefficients indicate the association to be considerably less than that between the ratio of single to married persons and the delinquency rate.

The findings with regard to housing indicate a fairly significant correspondence between the various housing variables and the delinquency rate. The coefficient between substandard housing and the delinquency rate would indicate a concomitance between these two variables. However, this coefficient is only  $+0.64$  which bears a certain significance, yet not too strong. On the other hand, by excluding tract 13 from the calculation of the coefficient the result is a correlation to the  $+0.88$  level. It is felt that the omission of tract 13 from the calculation is valid, since there is roughly only about 10% of the land area in use for residential purposes within this tract. Also, the delinquency rate, though high in this tract, is not relatively too significant.

Substandard housing generally indicates a depreciation in land values and generally coincides with overcrowding, though data were not available to allow for verification of the latter point.

Between percentage of dwellings over commerce and juvenile delinquency, the coefficient of correlation is  $+0.67$ . This is of greater significance than the coefficient with substandard dwellings. However, in this variable as well there is one area, tract 17, where the disparity in rank, as compared to the rank under delinquency rate, is very high. It would not be valid to omit this tract from calculations though, since the number of delinquents in this tract and the subsequent delinquency rate are both

high.

The existence of a high percentage of dwellings over commerce in any given area is indicative of a mixture of commercial and residential facilities. Such circumstances tend to take away considerably from the homogeneity of an area.

Similarly, the number of dwellings with roomers has its effect on the solidarity of an area. The use of dwellings as rooming houses invites a transient population into the area. Though the correlation with juvenile delinquency was only  $+0.50$ , it is interesting to note from Table X that the correlation with dwellings over commerce is  $+0.63$ .

Finally, regarding the ratio of single to married males, it is seen from the correlation coefficient that this seems to be the most significant variable in relation to the juvenile delinquency rate. It may be inferred from the high correlation of this variable that the existence of a high ratio of single males is a factor which has a definite bearing on the delinquency rate of an area. However, more would have to be known about this group regarding occupational status, ages, leisure time activities, where and how they were housed, to mention but a few factors, before the positive relationship of this variable with delinquency could be properly assessed. Suffice it to say that the stability of an area depends to a great extent upon families whose concern is in making an area a suitable place for rearing children. A population which is not so predominantly family centered would have less invested in this same aspect. Therefore, the effect on the

TABLE X

RANK DIFFERENCE COEFFICIENTS OF CORRELATION BETWEEN VARIOUS HOUSING AND POPULATION DATA ON A TRACT BASIS FOR THE CITY OF HALIFAX, AND BETWEEN THE SAME HOUSING AND POPULATION DATA AND THE DELINQUENCY RATE ON A TRACT BASIS FOR THE CITY OF HALIFAX

DWELLINGS:	DWELLINGS:			Ratio Single
	<u>With Roomers:</u>	<u>Over Commerce:</u>	<u>Substandard:</u>	<u>Males to Married:</u>
DWELLINGS:				
With Roomers:		+.63	+.45	+.21
Over Commerce:	+.63		+.59	+.53
Sub-standard:	+.45	+.59		+.63
Ratio Single to Married:	+.21	+.53	+.63	
Juvenile Delinquency Rate:	+.50	+.67	+.64	+.75

neighbourhood may ultimately be a poor one.

Table I gives some indication of the degree of relationship among the various variables under study. From inspection of this table there would seem to be a more constant intercorrelation between the variable of dwellings over commerce and the remaining variables. The coefficient does not in any instance go below +.53 for this variable. The mixture of commercial and residential facilities as represented by this variable would seem to be the more universal variable of these under study. Its correlation with other variables is more constantly on a significant level.

On the basis of the correlations made there would seem to be a greater or less degree of concomitance between the four variables studied and the delinquency rate. It must be added, though, that the correlations represented by this study are significant only to the level of correlation employed, namely, the rank-difference coefficient of correlation. Had the available data been more refined and extensive, it may have been possible to employ more involved statistical measures.

Further, a correlation coefficient does not necessarily mean there is a causal relationship involved. It merely measures concomitance. The statistical measures of the present study bear relevance only in that they provide some explanation for the variations in delinquency rates between census tracts. These results must be viewed as ecological correlations which do not bear the same degree of significance in understanding the causal relationship as do individual correlations. Correlations based on the properties of areas as such cannot be reasonably assumed to be

equal to corresponding correlations based on the characteristics of individuals.

Social problems such as juvenile delinquency rarely involve a simple relationship between one variable and a constant. Rather, there are usually many factors or variables involved. In researching such a problem there are usually two major errors encountered. The first is in studying only one cause, while excluding or ignoring other possible causes. The fallacy here is obvious. The second erroneous approach is the multiple factor theory, in which limits and relationships of factors are not clearly enough defined. The adherents to this theory make no attempt to determine the factors which are basically related to delinquency and those that are merely symptomatic. The latter have no real relation to the understanding or prediction of delinquency; they are merely found together with other factors which are meaningful in the understanding of the etiology of the problem and statistically significant in the prediction of a delinquency rate.

If, then, advances are to be made in understanding delinquency, it is felt that practical and realistic research must be undertaken. The present study has been intended as a step into a new direction. Ecological correlations must be used with caution, but to go a step beyond into individual correlations is to begin to explore some of the most meaningful areas in research technique.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

In retrospect, the findings of the study indicated that the group under study had, in a significant percentage of cases, come from homes in which there were deviations from the normal home pattern. This is borne out by the number of disrupted marital relationships stemming from various causes, and by the number of cases in which the mother figure was absent from the home due to work commitments.

With regard to the incidence of other factors in the group, such as a high degree of poor school achievement, a seemingly heavier weighting in the lower intelligence ranges, and the apparent connection between larger families and the occurrence of delinquency, it is hard to decipher whether or not there is actually a causal relationship or not. These do, however, provide descriptive material on the group and are areas for further research.

By studying those delinquents about whom it could be ascertained that they did reside in Halifax at a time, and for a duration when it would be significant, it was possible to establish differential delinquency rates for the seventeen census tracts of the city.

In searching for the reason for the differential delinquency

rate it is suggested that the nearer the explanation of delinquency is to the direct motivation of behaviour, the nearer it is to being an adequate explanation of the deviant behaviour. It is hypothesized that the key to the differential rate may be found through the concept of anomie. When group norms are no longer binding in an area or on a segment of the population in it, then individual behaviour is more likely to include a higher percentage of deviant behaviour.

Emile Durkheim hypothesized that a differential crime rate is a reflection of differential degrees of social cohesion and the corresponding social control. He stresses that the breakdown of social cohesion frees the individual from the pressure of public opinion and the informal social controls which, in more stable areas, operate to secure conformity to the norms of conventional behaviour.<sup>1/</sup>

The child in a stable community grows up in an aura of established norms which are supported by a social consensus. On the other hand, in the unstable community with its subsequently weakened social controls there is greater likelihood of variant norms and group standards emerging.

Therefore, the closer examination of community stability, or the lack of it, and of how this may be dynamically related to the differential behaviour of individuals or sub-groups would seem to be a most fruitful area for further study.

If there is in the group under study a fair degree of

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<sup>1/</sup> Cf., E. Durkheim, Division of Labour in Society (New York: The MacMillan Co., 1933), pp. 297-301.

similarity with those who comprise the total delinquency picture, it would be safe to regard the findings of this study as assumptions in delving further into the problems of delinquency. It is felt that the findings of this study have a sufficient degree of validity to be able to regard them as a basis for further research and study.

Moreover, as mentioned earlier, much use can be made of ecological correlations and individual correlations in sorting out which variables have a causal nexus and which are merely symptomatic. The use of more advanced statistical measures such as partial correlation and factor analysis, wherein each variable is freed of the effect of other variables before it is correlated to the phenomenon under study, will give more valid results than most studies undertaken locally to date. It is felt that the data which will soon be available on a tract basis from the 1961 census undertaken by the Dominion Bureau of Statistics will provide those attempting such a study with more detailed and fresh data for manipulation. Further research making use of more advanced and varied techniques as well as more diversified data is highly recommended in view of the possible results such studies may attain.

In view of the inferences drawn from various data employed in the study, some recommendations will now be made in keeping with the findings of the project. It would seem that there is a substantial number of delinquents whose chance for normal home life is hampered due to marital discord, death of a parent, or illegitimacy. Should the proportions of these hazards to normal



family living remain in any way near constant in looking at the total delinquency scene and not just the group which was studied here, then the results would call for social action.

One of the social institutions which can help in marital problems is counseling services which are offered in the Halifax area chiefly by the Family Service Bureau and the Children's Aid Society. The extension of these services through increased professional staff and further public relations could do a considerable amount of good. Recognition must be given to the value of counseling services, and there is a need for better facilities and legislation so that the full benefit might be reaped from this important asset which the community has at its disposal.

It is felt that the initiation of a family court could provide people having difficulties with a legitimate means of resolving their problems in one way or another. The use of the profession of social work in connection with such a service for the purpose of studying the family and evaluating its strengths is strongly recommended. The court would give agencies and professionals an opportunity of getting at the problem family while the problem may be still in a state of flux. Hence, agencies wouldn't become aware of the problem only after desertion or separation has taken place. The court could be the coordinating center where the helping professions, especially social work, could launch an organized assault on the hard-core cases which seem to perpetuate problems within themselves.

The neighbourhood school should be a place where the family is involved more in the community's plans and projects.

If each neighbourhood is to become cohesive it needs some common ground where its members may meet. Educational facilities would seem to be the most easily accessible place from which community action may start. The schools have personnel, who if properly trained, can provide sufficient stimulus to get neighbourhood and community programs moving. Also involved, of course, is the element that the people will learn more about the importance and use of school and will identify more with it. Similarly, the school will see more of the community's circumstances and needs, as well as perhaps see something of the problems of individual families.

Civic planning and redevelopment programs are means of removing the blighted areas of a city. The continued use of these measures is recommended, in view of the progress attained to date. However, in redevelopment and relocation there are many dynamics at play which involve skillful handling. This is especially true in reference to those families who are subject to moving in the course of carrying out such programs. It is felt that improvement could be made in this area through preparatory work being done by trained personnel. A family well prepared for being included in a redevelopment scheme can add to its ultimate success.

In conclusion, it is felt that through redevelopment and re-education, with the help of staff who are well oriented in human behaviour, much can be gained in combatting the ills of our society. With regard specifically to delinquency, only when we have a community with an atmosphere that is conducive to wholesome development can we hope to reduce the incidence of this

phenomenon. It has been noted that delinquency is a composite problem. Such a problem can be dealt with effectively by only the broadest kind of community approach. Basic to a "broad community approach" is support of all measures that contribute to the improvement of the total life of the community and the living conditions of families. Only by such measures can there be progressive elimination of the basic causes of maladjustment which make for juvenile delinquency.

**APPENDIX A**

MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1961-1962

Schedule for Reading Department  
of Public Welfare Records

dc61

Schedule No. \_\_\_\_\_ Read \_\_\_\_\_ Edited \_\_\_\_\_ Coded \_\_\_\_\_

ADMINISTRATIVE INFORMATION

1. Month and year opened DPW \_\_\_\_\_ 2. ( ) Active DPW on January 1, 1962

Closed DPW on \_\_\_\_\_  
(month and year)

3. Reason for closing:

4. ( ) Not known to SSI

If known to SSI, give dates and agencies registered:

( ) Check here and continue on back of sheet if necessary.

5. Show below all changes of guardianship from birth, with month and year of change, relationship of new guardian to delinquent (if any) and reason for change; identify guardian at time of delinquency:

( ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

**I. FAMILY CONSTELLATION**

Member:	<u>Birthplace</u> (a)	<u>Mo &amp; yr born</u> (b)	<u>Ethnic origin</u> (c)	<u>Religion</u> (d)
1. Natural father				
2. Natural mother				
3. Step-father				
4. Step-mother				
5. Adoptive father				
6. Adoptive mother				
7. Foster father				
8. Foster mother				

9. Children (list in order of birth beginning with the oldest, by groups, and include delinquent in sequence)

	Ma	Fe	St	Hf	Ad	Fo
i.						
ii.						
iii.						
iv.						
v.						
vi.						
vii.						
viii.						
ix.						
x.						
xi.						
xii.						
xiii.						
xiv.						
xv.						

( ) Check here and continue children on back of sheet if necessary.

I. FAMILY MARITAL HISTORY

Member:	Single	Married	Divorced	Separated	Widowed
	(a)	Date Place (b)	Date Place (c)	Date Place (d)	Date Place (e)
1. Natural father					
2. Natural mother					
3. Step-father					
4. Step-mother					
5. Adoptive father					
6. Adoptive mother					
7. Foster father					
8. Foster mother					

9. Children (list in order of birth beginning with the oldest, by groups, and include delinquent in sequence)

	Ma	Fe	St	Hf	Ad	Fo
i.						
ii.						
iii.						
iv.						
v.						
vi.						
vii.						
viii.						
ix.						
x.						
xi.						
xii.						
xiii.						
xiv.						
xv.						

Check here and continue children on back of sheet if necessary.

Check here if marital history of any family member is irregular, and give detail on back of sheet, identifying member by number.

IV. FAMILY SCHOOL AND WORK HISTORY

<u>Member:</u>	<u>Age left school</u> (a)	<u>Last grade completed</u> (b)	<u>Type of work</u> (c)	<u>Wage per wk mo yr</u> (d)	<u>Date began this job</u> (e)
1. Natural father					
2. Natural mother					
3. Step-father					
4. Step-mother					
5. Adoptive father					
6. Adoptive mother					
7. Foster father					
8. Foster mother					

9. Children (list in order of birth beginning with the oldest, by groups, and include delinquent in sequence)

	<u>Ma</u>	<u>Fe</u>	<u>St</u>	<u>Hf</u>	<u>Ad</u>	<u>Fo</u>				
i.										
ii.										
iii.										
iv.										
v.										
vi.										
vii.										
viii.										
ix.										
x.										
xi.										
xii.										
xiii.										
xiv.										
xv.										

( ) Check here and continue children on back of sheet if necessary.



Schedule No. \_\_\_\_\_

FAMILY SCHOOL AND WORK HISTORY (page 2)

- 2.1 (\_\_\_) Check here if record shows IQ for any family member and give detail below, identifying member by number from previous page:
- 2.2 (\_\_\_) Check here if record shows change of school for any family member except delinquent and give detail below, identifying member by number from previous page:
- 2.3 (\_\_\_) Check here if record shows truancy, expulsion, other school difficulties, special classes, high achievement or other significant information about school history of any family member except delinquent, and give detail below, identifying member by number from previous page:

(\_\_\_) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

FAMILY SCHOOL AND WORK HISTORY (page 3)

- 3.1 (\_\_\_) Check here if record shows changes of job for any member of family except delinquent and give detail below, identifying member by number from page 1 this section.
- 3.2 (\_\_\_) Check here if record shows difficulties on the job for any family member except delinquent and give detail below, identifying member by number as above.
- 3.3 (\_\_\_) Check here if record shows unemployment for any family member except delinquent and give detail below, identifying member by number as above.
- 3.4 (\_\_\_) Check here if record shows that any of the delinquent's mother-figures worked at any time during their association with him and give detail below.

(\_\_\_) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

V. CHANGES OF ADDRESS OF FAMILY

<u>Mo &amp; yr</u>	<u>Natural father</u>	<u>Natural mother</u>	<u>St Ad Fo father</u> #	<u>St Ad Fo mother</u> #	<u>Children</u> #

( ) Check here if further sheet required.

Schedule No. \_\_\_\_\_

VI. HOMES DELINQUENT HAS KNOWN

- 1. Address \_\_\_\_\_ Date in \_\_\_\_\_ Date out \_\_\_\_\_
- 2. Type of dwelling
- 3. Number of rooms
- 4. Number of occupants
- 5. If owned, what value?  
If rented, what rental?  
If free, from whom? why?
- 6. Facilities lacking
- 7. Reason for leaving
- 8. Other significant information

- 1. Address \_\_\_\_\_ Date in \_\_\_\_\_ Date out \_\_\_\_\_
- 2. Type of dwelling
- 3. Number of rooms
- 4. Number of occupants
- 5. If owned, what value?  
If rented, what rental?  
If free, from whom? why?
- 6. Facilities lacking
- 7. Reason for leaving
- 8. Other significant information

( ) Check here if further sheet required.

Schedule No. \_\_\_\_\_

III. FAMILY CONTACTS WITH SOCIAL AGENCIES

- |                                  |       |
|----------------------------------|-------|
| 1. Agency                        | Date: |
| 2. Member applying               |       |
| 3. Presenting problem            |       |
| 4. Service offered               |       |
| 5. Outcome                       |       |
| 6. Other significant information |       |

Check here and continue on back of sheet if necessary.

- |                                  |      |
|----------------------------------|------|
| 1. Agency                        | Date |
| 2. Member applying               |      |
| 3. Presenting problem            |      |
| 4. Service offered               |      |
| 5. Outcome                       |      |
| 6. Other significant information |      |

Check here and continue on back of sheet if necessary.

Check here if further sheet is required.

Schedule No. \_\_\_\_\_

VIII. PROFESSIONAL ASSESSMENTS OF FAMILY

- 1. Agency or service Date:
- 2. ( ) Psychiatry ( ) Psychology ( ) Casework ( ) Medical ( ) Other  
specify: \_\_\_\_\_
- 3. Member referred
- 4. Referred by
- 5. Reason referred
- 6. Digest of findings (note IQ)

( ) Check here and continue on back sheet if necessary.

- 1. Agency or service Date:
- 2. ( ) Psychiatry ( ) Psychology ( ) Casework ( ) Medical ( ) Other  
specify: \_\_\_\_\_
- 3. Member referred
- 4. Referred by
- 5. Reason referred
- 6. Digest of findings (note IQ)

( ) Check here and continue on back of sheet if necessary.

( ) Check here if further sheet required.

Schedule No. \_\_\_\_\_

**IX. DELINQUENT'S PERSONAL HISTORY**

1. ( ) Check here if record gives no significant data on stresses or trauma for delinquent during birth or infancy.

If record shows significant information on stresses or trauma for delinquent during birth or infancy, give detail below, noting date or delinquent's age at the time:

( ) Check here and continue on back of sheet if necessary.

2. ( ) Check here if record gives no significant data on stresses or trauma for delinquent during pre-school years.

If record shows significant information on stresses or trauma for delinquent during pre-school years, give detail below, noting date or delinquent's age at the time:

( ) Check here and continue on back of sheet if necessary.

3. ( ) Check here if record gives no significant data about stresses or trauma for delinquent from school entrance on, apart from educational or work data.

If record shows significant information about stresses or trauma for delinquent other than educational or work, from school entrance on, give detail below, noting date or delinquent's age at the time:

( ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

DELINQUENT'S PERSONAL HISTORY (page 2)

4. (  ) Check here if record gives no significant data about delinquent's social development.

If record shows significant information about delinquent's relationships with parents, parent figures, siblings, peers, girls, teachers, clergy, police or other significant adults, give detail below, noting date or delinquent's age at the time:

(  ) Check here and continue on back of sheet if necessary.

5. (  ) Check here if record gives no significant data about delinquent's social activities.

If record shows significant information about delinquent's participation in or attitudes to organized activities sponsored by school, church, social agency or other body, or in informal activities and peer group activities, give detail below, noting date or delinquent's age at the time:

(  ) Check here and continue on back of sheet if necessary.

6. (  ) Check here if record gives no significant data about delinquent's interest in religious matters or participation in religious activities.

If record shows significant information on delinquent's religious interests or activities, give detail below, noting date or delinquent's age at the time:

(  ) Check here and continue on back of sheet if necessary.



Schedule No. \_\_\_\_\_

DELINQUENT'S PERSONAL HISTORY (page 3)

7. (\_\_\_) Check here if record gives no significant data indicating emotional disturbance on part of delinquent prior to delinquency.

If record shows significant information indicating emotional disturbance prior to delinquency, give detail below, noting date or delinquent's age at the time, and methods of dealing with the symptoms:

(\_\_\_) Check here and continue on back of sheet if necessary.

8. (\_\_\_) Check here if record gives no significant data on behavior problems of delinquent prior to delinquency.

If record shows significant information regarding behavior problems prior to delinquency, give detail below, noting date or delinquent's age at the time, and methods of dealing with the problem behavior:

(\_\_\_) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

DELINQUENT'S PERSONAL HISTORY (page 4)

9. ( ) Check here if record gives no significant data about delinquent's physical appearance or physique.

If record shows significant information, detail below, noting date or delinquent's age at time it became significant to him, and attitudes of others:

( ) Check here and continue on back of sheet if necessary.

10. ( ) Check here if record gives no significant data about delinquent's physical health.

If record shows significant data, such as childhood diseases, physical handicap, hereditary illness of child or family, operations, accidents or medical examinations, detail below, noting date or delinquent's age at the time, medical resources used, treatments prescribed and success of treatments, as well as attitudes of delinquent and others to the health problem:

( ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

I. DELINQUENT'S SCHOOL HISTORY

1. Prior to Institutionalization:

1. Age or date entered school \_\_\_\_\_

2. (  ) Check here if still in school when institutionalized.

If not still in school give age or date and reason left school below:

(  ) Check here and continue on back of sheet if necessary.

3. List schools attended below, in sequence, giving age or date began in each:

(  ) Check here and continue on back of sheet if necessary.

4. Last grade completed \_\_\_\_\_ Age or date this grade completed \_\_\_\_\_

5. Academic standing in last grade completed \_\_\_\_\_

If standing above is not consistent with previous school record give detail below:

(  ) Check here and continue on back of sheet if necessary.

6. List any grades repeated, with age or date and reason for repeating, below:

(  ) Check here and continue on back of sheet if necessary.

7. (  ) Check here if record gives no significant data on delinquent's school adjustment.

If record shows significant information on delinquent's adjustment, attendance, deportment or participation in extra-curricular activities, give detail below:

(  ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

DELINQUENT'S SCHOOL HISTORY (page 2)

8. ( ) Check here if record gives no significant data on delinquent's attitude to school.

If record shows significant information on attitudes or changes of attitudes give detail below, noting age, date or grade at time of changes of attitude:

( ) Check here and continue on back of sheet if necessary.

9. ( ) Check here if record gives no significant data on family attitudes to school or to education.

If record shows significant information on family attitudes or changes of family attitudes to school or education give detail below, noting date, delinquent's age or grade at time of changes:

( ) Check here and continue on back of sheet if necessary.

10. ( ) Check here if record gives no significant data on attitudes of school personnel to delinquent or his family.

If record shows significant information on attitudes of school personnel to delinquent or his family, or on changes in attitudes, give detail below, noting date, delinquent's age or grade at time of changes:

( ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

DELINQUENT'S SCHOOL HISTORY (page 3)

2. In Institution:

1. Grade to which delinquent was assigned on entering NSSB \_\_\_\_\_

If grade above is not consistent with grade prior to institutionalization give reasons shown by record below:

(\_\_\_) Check here and continue on back of sheet if necessary.

2. Last grade completed at NSSB \_\_\_\_\_ Age or date completed \_\_\_\_\_

3. Academic standing in last grade completed \_\_\_\_\_

a. If standing above is not consistent with record in institution give detail below:

(\_\_\_) Check here and continue on back of sheet if necessary.

b. If standing above is not consistent with record prior to institutionalization give detail below:

(\_\_\_) Check here and continue on back of sheet if necessary.

4. List below any grades repeated in institution with age or date and reason for repeating:

(\_\_\_) Check here and continue on back of sheet if necessary.

5. (\_\_\_) Check here if record gives no significant data on delinquent's attitudes to school or school adjustment in institution.

If record shows significant information on attitudes to school, school adjustment, attendance, deportment or participation in informal education activities, give detail below:

(\_\_\_) Check here and continue on back of sheet if necessary.

DELINQUENT'S SCHOOL HISTORY (page 4)

3. After Institutionalization:

1. Grade to which delinquent was assigned on return to school \_\_\_\_\_

If grade above is not consistent with (a) grade prior to institutionalization or (b) with grade in institution, give reasons shown by record below:

( ) Check here and continue on back of sheet if necessary.

2. Last grade completed after return \_\_\_\_\_ Age or date completed \_\_\_\_\_

3. Academic standing in last grade completed \_\_\_\_\_

If standing above is not consistent with (a) record prior to institutionalization (b) record in institution or (c) record following return give detail below:

( ) Check here and continue on back of sheet if necessary.

4. List below any grades repeated after return with age or date and reason for repeating:

( ) Check here and continue on back of sheet if necessary.

5. ( ) Check here if record gives no significant data on delinquent's attitudes to school or school adjustment after return.

If record shows significant information on attitudes to school, school adjustment, attendance, deportment or participation in extra-curricular activities, give detail below:

( ) Check here and continue on back of sheet if necessary.

( ) Check here if recidivist and complete pages 3 and 4 of this section separately for second and subsequent institutionalizations.

Schedule No. \_\_\_\_\_

XI. DELINQUENT'S WORK HISTORY

Date (mo & yr) or age began (a)	Type of Work (b)	Date (mo & yr) left (c)	Wage and wage period (d)	Reason for leaving: Term. Perf. Bhav. Vol. (e)	If part-time work: A/Sch. Wkend Summer Casual (f)

( ) Check here if further sheet required. ( ) Check here and give detail on back of sheet if there is any entry in the last three parts of column (e), or if there is other significant information in record on work history.

Schedule No. \_\_\_\_\_

XII. DELINQUENT'S COURT APPEARANCES

<u>Mo &amp; yr</u> (a)	<u>Court</u> (b)	<u>Offence</u> (c)	<u>Complainant</u> (d)	<u>Disposition</u> (e)
1.				
2.				
3.				
4.				
5.				
6.				
7.				

( ) Check here if further sheet is required.

For (b) Court use: Juvenile, Magistrate or Other (specified).

" (c) Offence use: Break-enter, Assault, Theft, Vandalism, Sex, Incurri-  
gible, Vagrancy, Truancy, Curfew, Probation Violation  
or Other (specified).

" (d) Complainant: use: Police, Attendance Officer, Parents, Citizen, Social  
Agency or Other (specified).

" (e) Disposition: use: Temporary suspension, Commit to Director, Continue  
after-care, Commit to NSSB or Other (specified).

( ) Check here if record shows other significant information about any court  
appearance and give detail below, identifying by number of the court  
appearance used above:

( ) Check here and continue on back of sheet if necessary.



Schedule No. \_\_\_\_\_

XIII. TREATMENT OTHER THAN NSSB

Use separate sheet for each court appearance on previous sheet in which disposition was not "Commit to NSSB".

This sheet refers to Court Appearance No. \_\_\_\_\_ as shown on preceding sheet.

Check here if record gives no explanation of non-success of treatment plan.

If record shows significant information about non-success of treatment plan, such as indications that plan was not valid, that execution of plan was not satisfactory, that new negative factors arose or existing negative factors were intensified, or that court's authority was unsuitably used, give detail below:

Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

XIV. INSTITUTIONAL HISTORY

Use separate sheet for each court appearance listed in Section XII for which the disposition was "Commit to NSSB".

This sheet refers to Court Appearance No. \_\_\_\_\_ as shown in Section XII.

1. Month and year admitted NSSB \_\_\_\_\_; mo & yr discharged \_\_\_\_\_.
2. This was delinquent's 1st 2nd 3rd 4th th admission to NSSB.  
(circle or specify)
3. (\_\_\_) Check here if record gives no significant data on delinquent's adjustment to institutional discipline and controls.

If record shows significant information relating to discipline, such as special difficulties, changes of attitudes, give detail below, noting date or delinquent's age at the time:

(\_\_\_) Check here and continue on back of sheet if necessary.

4. (\_\_\_) Check here if record gives no significant data on socializing activity by or for delinquent while institutionalized.

If record shows significant information on socializing activity, such as contacts in Shelburne or Halifax with school, church, recreation services or individuals in either community, give detail below, noting date or delinquent's age at the time:

(\_\_\_) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

INSTITUTIONAL HISTORY (page 2)

5. (  ) Check here if record gives no significant data on social rehabilitation of delinquent.

If record shows significant information such as psychiatric, psychological, casework or other assessment, planning or treatment, give detail below:

(  ) Check here and continue on back of sheet if necessary.

NB: If record refers to a psychiatric, psychological or casework assessment, verify that this has been reported in Section VIII.

6. (  ) Check here if record gives no significant data on discharge planning.

If record shows significant information such as specific recommendations for discharge, deferments and their reasons, or circumstances of discharge plan, give detail below:

(  ) Check here and continue on back of sheet if necessary.

7. (  ) Check here if record indicates that a different discharge plan might have been made had there been available (a) a "halfway house" hostel, or (b) a treatment center for emotionally disturbed children, and give detail on back of sheet.

Schedule No. \_\_\_\_\_

INSTITUTIONAL HISTORY (page 3)

8. (  ) Check here if record gives no significant data on pre-discharge activity by after-care officer or others.

If record shows significant information such as contacts with family, school, social agencies, clergy or other resources by after-care officer or others involved, give detail below:

(  ) Check here and continue on back of sheet if necessary.

9. (  ) Check here if record gives no significant data on activity at time of discharge by after-care officer, NSSB staff or others involved.

If record shows significant information such as changes of plan or deferment of discharge by after-care officer, NSSB staff or others involved, give detail below:

(  ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

XV. DELINQUENT'S POST-DISCHARGE HISTORY

Complete separate section for each discharge from NSSB; thus there should be as many Section XV's completed as there were Section XIV's.

- 1. (  ) Check here if record indicates no further delinquency leading to a court appearance to the time the record was closed permanently.

If record refers to further court appearances, verify that these have been reported in Section XIII, and give identifying numbers \_\_\_\_\_.

- 2. (  ) Check here if record gives no significant data on stresses experienced by delinquent following discharge.

If record shows significant information on stresses experienced by delinquent after discharge, either former or new, such as emotional, physical, economic, or social, give detail below:

(  ) Check here and continue on back of sheet if necessary.

- 3. (  ) Check here if record gives no significant data on strengthening factors experienced by delinquent after discharge.

If record shows significant information on strengthening factors other than after-care service after discharge, such as changed attitudes of significant persons, finding new significant persons, new opportunities to use skills or abilities or support from community services, give detail below:

(  ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

DELINQUENT'S POST-DISCHARGE HISTORY (page 2)

4. (\_\_\_) Check here if record gives no significant data on effectiveness of after-care service.

If record shows significant information on effectiveness of after-care service, either positively or negatively, give detail below:

(\_\_\_) Check here and continue on back of sheet if necessary.

5. (\_\_\_) Check here if record gives no significant data on delinquent's emotional interaction with significant persons during after-care period.

If record shows significant information on interaction with significant persons other than after-care officer during after-care period, give detail below:

(\_\_\_) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

DELINQUENT'S POST-DISCHARGE HISTORY (page 3)

6. (  ) Check here if record gives no significant data on any change of treatment plan during after-care period.

If record shows significant information on changes in treatment plan during after-care period give detail below, indicating reason for change and nature of change,

(  ) Check here and continue on back of sheet if necessary.

7. (  ) Check here if record gives no significant data on outcome of treatment plan.

If record shows significant information on outcome of treatment plan, give detail below:

(  ) Check here and continue on back of sheet if necessary.

Schedule No. \_\_\_\_\_

XVI. SPECIFIC AREAS OF VALUE OF RECORD

Check as appropriate if this record has particularly significant or complete material with regard to:

- Possible need for a residential treatment center for disturbed children.
- Stresses of urban or rural living in relation to delinquency.
- The role of the working mother.
- Foster home use in after-care treatment.
- Mental deficiency.
- The role of the school.
- Success in after-care.
- Academic performance.
- Anomie.
- Influence of family structure.
- Socio-economic factors.
- Institutional adjustment, positive or negative.
- Possible need for a hostel type of institution as a half-way house on the road to independent adult living.
- Influence of ordinal position.
- Absence of the father.
- School adjustment in after-care and recidivism.
- Emotionally conflicted delinquents.
- Influence of family factors.
- Other values seen in record (specify):



**APPENDIX B**

**TABLE 1**

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 BOY'S AGE AND NATURAL PARENTS' MARITAL STATUS  
 AT THE TIME OF BOY'S FIRST COMMITMENT TO  
 THE NOVA SCOTIA SCHOOL FOR BOYS

<u>Age in years</u>	<u>TOTAL</u>	<u>Mar<sup>a</sup></u>	<u>Div</u>	<u>Des</u>	<u>Sep</u>	<u>Wid</u>	<u>UnM</u>	<u>N/R</u>
TOTAL:	163	81	4	3	27	20	16	12
7, under 8:	2	1	1	-	-	-	-	-
8, under 9:	4	2	-	-	-	-	2	-
9, under 10:	6	5	-	-	1	-	-	-
10, under 11:	10	7	-	-	1	-	1 <sup>b</sup>	-
11, under 12:	15	5	1	-	5 <sup>b</sup>	-	2	2
12, under 13:	23	10	-	1	7	2 <sup>b</sup>	1	2
13, under 14:	25	11	1	-	3	5	4	1
14, under 15:	37	18	1	1	4	6	4	3
15 and over:	41	22	-	1	6	7 <sup>b</sup>	2	3

<sup>a</sup>/ Abbreviations are for: Married, Divorced, Deserted, Separated, Widowed, Unmarried and Not Recorded.

<sup>b</sup>/ In one case in each of these categories the boy was with the father, not the mother.

JS/bt

TABLE 2

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 AGE AT FIRST COMMITMENT AND PARENTS' MARITAL  
 STATUS AT TIME OF BOY'S BIRTH

<u>Age in Years</u>	<u>TOTAL</u>	<u>Married Parents</u>	<u>Unwed Mother</u>	<u>Common Law<sup>a/</sup></u>	<u>Not Recorded</u>
TOTAL:	163	125	17	9	12
PER CENT:	100.0%	76.6%	10.4%	5.5%	7.5%
7, under 8:	2	2	-	-	-
8, under 9:	1	1	-	-	-
9, under 10:	4	3	-	1	-
10, under 11:	7	4	1	1	1
11, under 12:	14	11	3	-	-
12, under 13:	25	18	1	1	5
13, under 14:	21	16	2	2	1
14, under 15:	30	23	4	2	1
15 and over:	35	32	1	2	-
Not recorded:	24	15	5	-	4

<sup>a/</sup> "Common law" is used to describe any non-legal union,  
 and not in the strictly legal sense.

JM'I/bt

TABLE 3

DISTRIBUTION OF 125 DELINQUENT BOYS FROM HALIFAX COUNTY, WHERE PARENTS WERE MARRIED AT BOY'S BIRTH, BY CHANGE IN PARENTS' STATUS AS OF BOY'S AGE WHEN FIRST COMMITTED TO NOVA SCOTIA SCHOOL FOR BOYS

<u>Age at First Commitment</u>	<u>TOTAL</u>	<u>Mar<sup>a/</sup></u>	<u>Sep</u>	<u>Div</u>	<u>Des</u>	<u>Wid</u>	<u>Both Dead</u>
TOTAL:	125	78	25	2	2	16	2
7, under 8:	2	1	1				
8, under 9:	1	1					
9, under 10:	3	3					
10, under 11:	4	4					
11, under 12:	11	7	3	1			
12, under 13:	18	11	6			1	
13, under 14:	16	10	3			3	
14, under 15:	23	14	2			6	1
15 and over:	31	18	5	1	2	5	1
Not recorded:	15	9	5			1	

<sup>a/</sup> Abbreviations are for: Married, Separated, Divorced, Deserted and Widowed.

JM'I/bt

**TABLE 4**

DISTRIBUTION OF 137 FAMILIES OF DELINQUENT BOYS FROM HALIFAX COUNTY ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY MARITAL STATUS AT TIME OF BOY'S BIRTH AND OF FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS, COMPARED TO 1951 CENSUS DATA

Marital Status	Delinquents' Families:				1951 Census: <sup>a/</sup>	
	Time of Birth		First Commitment		Families with Children	
	No.	%	No	%	No.	%
TOTAL:	137	100.0%	137	100.0%	103,317	100.0%
Parents together	120	87.6%	85	62.0%	88,870	86.0%
Parents separated			30	21.9%	6,726	6.5%
Widowed			17	12.4%	6,853	6.6%
Divorced			2	1.5%	331	0.3%
Unwed	17	12.6%	0 <sup>b/</sup>	0.0%	537	0.5%
Other			3 <sup>c/</sup>	2.2%		

<sup>a/</sup> Numbers given are for families with children only, as shown in Census of Canada, 1951 Volume III, Table 136.

<sup>b/</sup> There were no unwed mothers recorded at the time of first commitment. Those unwed at time of boy's birth were either married or living in an extra-legal union; one had married and separated and three are dealt with in footnote <sup>c/</sup> below.

<sup>c/</sup> These families had disintegrated by time of first commitment: one boy was placed in a home from which he was later adopted, two were placed in foster homes and abandoned.

JM'I/bt

TABLE 5

DISTRIBUTION OF 66 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 BOY'S AGE AND NATURAL PARENTS' MARITAL STATUS  
 AT TIME OF BOY'S FIRST COMMITMENT TO THE  
 NOVA SCOTIA SCHOOL FOR BOYS

<u>Age in years</u>	<u>TOTAL</u>	<u>Div<sup>a/</sup></u>	<u>Des</u>	<u>Sep</u>	<u>Wid</u>	<u>UnM</u>
TOTAL:	66	4	3	26	18	15
7, under 8:	1	1	-	-	-	-
8, under 9:	2	-	-	-	-	2
9, under 10:	1	-	-	1	-	-
10, under 11:	1	-	-	1	-	-
11, under 12:	7	1	-	4	-	2
12, under 13:	10	-	1	7	1	1
13, under 14:	13	1	-	3	5	4
14, under 15:	16	1	1	4	6	4
15 and over:	15	-	1	6	6	2

<sup>a/</sup> Abbreviations are for Divorced, Deserted, Separated,  
 Widowed and Unmarried.

JS/bt

**TABLE 6**

DISTRIBUTION OF 66 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 RECIDIVISM TO NOVA SCOTIA SCHOOL FOR BOYS AND  
 CAUSE OF NATURAL FATHER'S ABSENCE

<u>Cause of Absence</u>	<u>TOTAL</u>	<u>Non-recidivist</u>	<u>Recidivist</u>
TOTAL:	66	41	25
Divorce:	4	2	2
Desertion:	3	3	-
Separation:	26	17	9
Death:	18	12	6
Not Married to Mother:	15	7	8

JS/bt

TABLE 7

DISTRIBUTION OF 66 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 ORDINAL POSITION AND CAUSE OF ABSENCE OF NA-  
 TURAL FATHER WHEN BOY WAS FIRST COM-  
 MITTED TO NOVA SCOTIA SCHOOL  
 FOR BOYS

<u>Ordinal position</u>	TOTAL	<u>Div<sup>a/</sup></u>	<u>Des</u>	<u>Sep</u>	<u>Wid</u>	<u>UnM</u>
TOTAL:	66	4	3	26	18	15
First:	27	2	1	9	6	9
Second:	12	1	2	6	3	-
Third:	7	1	-	4	2	-
Fourth:	2	-	-	1	-	1
Fifth:	2	-	-	-	2	-
Sixth:	-	-	-	-	-	-
Seventh:	1	-	-	1	-	-
Eighth or more:	2	-	-	1	1	-
Not shown:	13	-	-	4	4	5

<sup>a/</sup> Abbreviations are for: Divorced, Deserted, Separated,  
 Widowed and Unwed Mother.

JS/bt



TABLE 8

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
SIZE OF THE FAMILY

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<u>Size of Family</u>	<u>Number</u>
TOTAL:	163
1 child:	11
2 children:	19
3 " :	15
4 " :	21
5 " :	12
6 " :	9
7 " :	11
8 or more children:	31
Not shown:	34

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SR/bt

**TABLE 9**

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 ORDINAL POSITION IN THE FAMILY

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<u>Ordinal Position</u>	<u>Number</u>
TOTAL:	163
<hr/>	
Oldest child:	39
Second " :	24
Third " :	13
Fourth " :	3
Fifth " :	3
Sixth " :	2
Seventh or later " :	4
Not Shown:	47
<hr/>	
Only child:	11
Youngest " :	17

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SR/bt

**TABLE 10**

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 ORDINAL POSITION AND THE NUMBER OF CHILDREN  
 IN THE FAMILY

<u>Ordinal position</u>	TOTAL	Children in the family:								Not shown
		1	2	3	4	5	6	7	8 <sup>+</sup>	
TOTAL:	163	11	19	15	21	12	9	11	31	34
First child:	50	11	12	5	10	2	2	2	4	2
Second child:	31		7	6	2	4	3	2	5	2
Third child:	16			3	7	2	2	1	1	-
Fourth child:	5				2	2	-	1	-	-
Fifth child:	5					2	-	-	3	-
Sixth child:	2						-	1	1	-
Seventh or later child:	7							1	6	-
Not shown:	47	-	-	1	-	-	2	3	11	30
Only child:	11	11								
Oldest child:	39	-	12	5	10	2	2	2	4	2
Youngest child:	17	-	7	3	2	2	-	1	2	-

SR/bt

TABLE 11

DISTRIBUTION OF 116 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 ORDINAL POSITION AND MARITAL STATUS OF NATU-  
 RAL PARENTS AT TIME OF FIRST COMMITMENT

<u>Ordinal Position</u>	<u>TOTAL</u>	<u>Mar<sup>a/</sup></u>	<u>Div</u>	<u>Des</u>	<u>Sep</u>	<u>Wid</u>	<u>UnM</u>	<u>N/R</u>
TOTAL:	116	54	4	3	22	16	10	7
First:	50	18	2	1	9	8	9	3
Second:	31	15	1	2	7	3	-	3
Third:	18	11	1	-	3	2	-	1
Fourth:	4	2	-	-	1	-	1	-
Fifth:	5	3	-	-	-	2	-	-
Sixth:	1	1	-	-	-	-	-	-
Seventh:	3	2	-	-	1	-	-	-
Eighth or more:	4	2	-	-	1	1	-	-
Youngest:	28	8	-	1	6	8	4	1

<sup>a/</sup> Abbreviations are for: Married, Divorced, Deserted, Sepa-  
 rated, Widowed, Unmarried and Not Recorded.

JS/bt

TABLE 12

DISTRIBUTION OF 118 FAMILIES OF 132 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY SIZE OF FAMILY, COMPARED WITH 1951 CENSUS DATA

<u>Children in Family</u>	<u>Delinquents' Families:</u>		<u>Halifax County: <sup>a/</sup></u>	
	<u>No. <sup>b/</sup></u>	<u>%</u>	<u>No.</u>	<u>%</u>
TOTAL:	118	100.0	26,084	100.0
1 child:	11	9.3	9,412	36.1
2 children:	18	15.3	7,614	29.2
3 children:	14	11.9	4,247	16.3
4 children:	21	17.8	2,250	8.6
5 children:	11	9.3	1,126	4.3
6 children:	8	6.8	622	2.4
7 children:	9	7.6	345	1.3
8 or more children:	26	22.0	468	1.8

<sup>a/</sup> Derived from Census of Canada 1951, Volume III, Table 131.

<sup>b/</sup> In all but one-child and four-child categories there were families in which there were more than one delinquent.

SR/bt

TABLE 13

AVERAGE NUMBER OF CHILDREN IN 118 FAMILIES OF 132 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, COMPARED TO HALIFAX COUNTY FAMILIESE/

	<u>Delinquents'</u> <u>Families</u>	<u>Halifax County</u>
Number of families with children:	118	26,084
Number of children:	600	62,409
Average number of children per family:	5.1	2.4

a/ Census of Canada, 1951, Volume III, Table 131.

SR/bt

TABLE 14

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
MOTHER'S EMPLOYMENT HISTORY

<u>Mother's Work History</u>	<u>Number</u>	<u>Per cent</u>
TOTAL:	163 <sup>a/</sup>	100% <sup>b/</sup>
No work history recorded:	101	62%
Work history indicated:	62 <sup>c/</sup>	38%
Work history prior to boy's first offence:	38 <sup>d/</sup>	23% <sup>d/</sup>
Work history at time of boy's first offence:	42	26%
Work history both prior to and at time of boy's first offence:	31	19%

<sup>a/</sup> This column refers to boys rather than to mothers: because of the way in which data was secured it was not possible to eliminate duplications where two, and in one case three, boys were children of the same mother.

<sup>b/</sup> All percentages are based on the total group of 163 boys.

<sup>c/</sup> This group includes twelve cases where there was indication in the record that the mother had worked but not of when this was in relation to the boy's first offence; these cases were not included in the second part of the table.

<sup>d/</sup> Categories in the second part of the table are not mutually exclusive, and cannot be added as to number or percentage.

TABLE 15

DISTRIBUTION OF 55 WORKING MOTHERS OF 62 DELINQUENT BOYS FROM HALIFAX COUNTY, WHOSE SONS WERE ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY OCCUPATION, COMPARED TO 1951 CENSUS DATA

Occupation Group	Working Mothers		1951 Census Data <sup>a/</sup>	
	No.	%	No.	%
TOTAL:	55	100 <sup>b/</sup>	15,386	100 <sup>b/</sup>
Service	30	55	3,708	24
Manufacturing & Mechanical	4	7	836	5
Commercial & Financial	6	11	1,803	12
Clerical	2	4	5,344	35
Laborers	1	2	80	7
Professional	1	2	2,628	17
Others	-	-	987	6
Not Shown	11	20		

<sup>a/</sup> Derived from Census of Canada, 1951, Volume IV, Table 10.

<sup>b/</sup> Percentages do not add to 100% because of rounding.

LG/bt



TABLE 16

DISTRIBUTION OF 110 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
INTELLIGENCE QUOTIENT, AS SHOWN IN RECORD

<u>Intelligence Quotient</u>	<u>110 Delinquents No.</u>	<u>%</u>	<u>Normal Distribution By Percentage<sup>a/</sup></u>
TOTAL:	110 <sup>b/</sup>	100.0	100.0
Below 80:	36 <sup>c/</sup>	32.7	8.9
80 to 90:	36	32.7	16.1
91 to 110:	34	30.9	50.0
111 to 119:	3	2.7	16.1
120 and over:	1	0.9	8.9

<sup>a/</sup> Source: David Wechsler, The Measurement of Adult Intelligence, third edition, 1946.

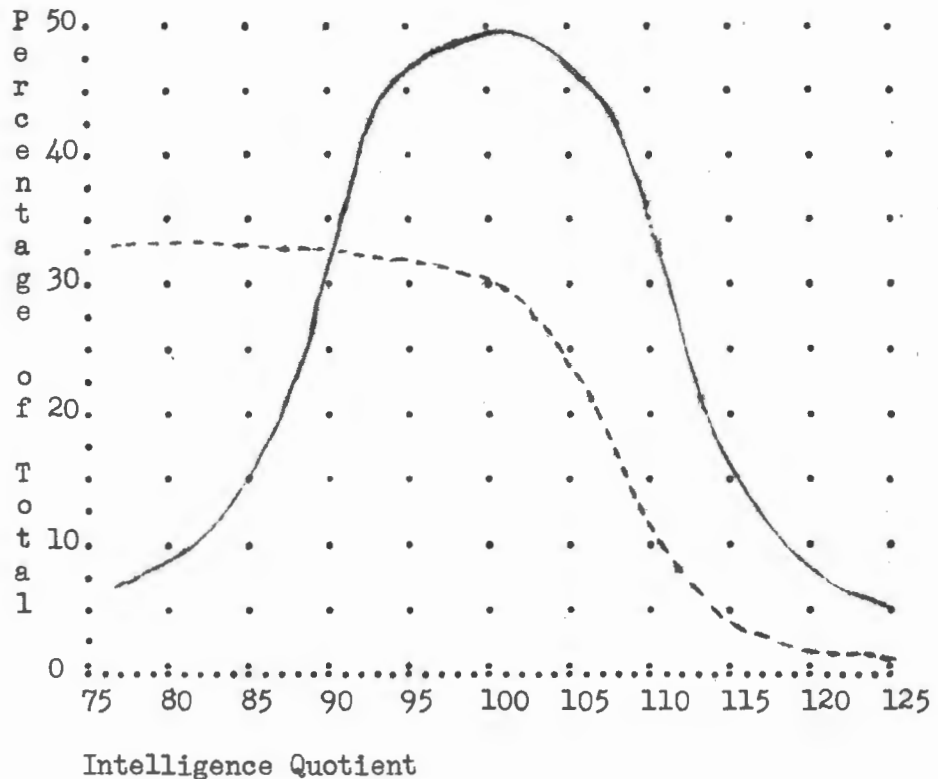
<sup>b/</sup> The IQs of 53 of the original group of 163 boys were not recorded.

<sup>c/</sup> 22 boys had an IQ between 70 and 79; 12 boys had an IQ between 60 and 69, and two boys had IQs between 50 and 59.

JM/bt

TABLE 17

DISTRIBUTION CURVES OF THE EXPECTED INTELLIGENCE QUOTIENTS OF THE  
 TOTAL POPULATION AND THE RECORDED IQ'S OF 110 DELINQUENT  
 BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF  
 THE DEPARTMENT OF PUBLIC WELFARE BETWEEN  
 JANUARY 1, 1955 AND DECEMBER 31, 1961



Expected IQs of total population: \_\_\_\_\_

Recorded IQs of delinquents: - - - - -

JM/bt

TABLE 18

CHART TO SHOW DISTRIBUTION OF 136 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 BY VARIATION FROM EXPECTED GRADE BEFORE FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS

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o 1	One grade ahead:	1
oooooooo:oooooooo:oooooooo:oooooooo:oooooo	48	
	In proper grade:	48
oooooooo:ooooo	15	One grade behind: 15
oooooooo:oooooooo: 20		Two grades behind: 20
oooooooo:oooooooo:oooooooo:oooooooo:oooooooo:oo	52	
	Three grades behind:	<u>52</u>
TOTAL BEHIND EXPECTED GRADE: 87	TOTAL:	136

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Each symbol represents one boy; colons are substituted to mark the tens.

VM'D/bt

**TABLE 19**

CHART TO SHOW DISTRIBUTION OF 146 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 BY VARIATION FROM EXPECTED GRADE DURING FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS

---



---

o 1	One grade ahead:	1
oooooooo:oooooooo:oooooooo:oooooooo:oooooooo:oooooooo:oooooooo		69
	In proper grade:	69
oooooooo:o 11	One grade behind:	11
oooooooo:oooooooo 18	Two grades behind:	18
oooooooo:oooooooo:oooooooo:oooooooo:ooooooo		47
	Three grades behind:	<u>47</u>
TOTAL BEHIND EXPECTED GRADE: 76	TOTAL:	146

---

Each symbol represents one boy; colons are substituted to mark the tens.

---



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IT/bt

**TABLE 20**

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961,  
 AND OF THEIR 147 FAMILIES, BY RURAL OR  
 URBAN ORIGIN AND NUMBER OF MOVES

Number of <u>moves</u>	TOTAL:		Rural Origin		Urban Origin	
	Fam's	Boys	Fam's	Boys	Fam's	Boys
TOTAL:	147	163	54	60	76	86
No moves:	67	72	22 <sup>aaa/</sup>	25	45 <sup>aa/</sup>	47
One move:	28	32	11 <sup>aa/</sup>	13	17 <sup>aa/</sup>	19
Two moves:	9	10	6 <sup>a/</sup>	7	3	3
Three moves:	8	11	6	6	2 <sup>aaa/</sup>	5
Four moves:	6	7	3	3	3 <sup>a/</sup>	4
Five moves:	3	3	3	3	-	-
Six or more moves:	9	11	3	3	6 <sup>b/</sup>	8
Not recorded:	17	17	-	-	-	-

<sup>a/</sup> Each symbol indicates one family with two delinquents  
 in the category.

<sup>b/</sup> In this category is included one family with three  
 delinquents.

TC/bt

TABLE 21

DISTRIBUTION OF 63 FAMILIES OF 74 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 BY NUMBER OF MOVES MADE BY FAMILY AND DIRECTION OF FIRST MOVE

Number of moves	TOTAL:	DIRECTION OF FIRST MOVE OF FAMILY---				
		From rural to:		From urban to:		
		Rural	Urban	Same ur.	Other ur.	Rural
TOTAL:	63 (74) <sup>a/</sup>	12 (14)	20 (21)	17 (22)	6 (6)	8 (11)
One:	28 (32)	5 (7)	6 (6)	7 (7)	4 (4)	6 (8)
Two:	9 (10)	2 (2)	4 (5)	2 (2)	1 (1)	- -
Three:	8 (11)	1 (1)	5 (5)	2 (5)	- -	- -
Four:	6 (7)	2 (2)	1 (1)	1 (1)	1 (1)	1 (2)
Five:	3 (3)	1 (1)	2 (2)	- -	- -	- -
Six or more:	9 (11)	1 (1)	2 (2)	5 (7)	- -	1 (1)

<sup>a/</sup> Numbers in brackets indicate number of delinquents in families shown; there were fourteen families with two delinquents and one family with three delinquent boys.

TC/bt

TABLE 22

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 NUMBER OF MOVES FAMILY MADE AND RECIDIVISM

<u>Number of moves</u>	<u>TOTAL</u>	<u>Non-recidivists</u>	<u>Recidivists</u>
TOTAL:	163 (147) <sup>a/</sup>	100	63
None:	72 ( 67)	48	24
One:	32 ( 28)	23	9
Two:	10 ( 9)	5	5
Three:	11 ( 8)	6	5
Four:	7 ( 6)	5	2
Five:	3 ( 3)	1	2
Six or more:	11 ( 9)	4	7
Not recorded:	17 ( 17)	8	9

<sup>a/</sup> Figures in brackets give number of families in category.  
 Fourteen families had two delinquents and one family had  
 three.

TC/bt

TABLE 23

DISTRIBUTION OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
 AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
 BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
 PLACEMENT AT DISCHARGE AND NUMBER OF COMMIT-  
 MENT TO NOVA SCOTIA SCHOOL FOR BOYS

<u>Placement at Discharge</u>	TOTAL	Commitment:			
		<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>
TOTAL:	249	163	58	19	9
Own Home:	98	78	14	4	2
Foster Home:	17	8	5	2	2
Other:	6	<u>4a/</u>	<u>1b/</u>	<u>1c/</u>	-
Not Shown:	128	73	38	12	5

a/ After first commitment one boy went to a relative's home, two went to the Nova Scotia Training School and one worked and lived by himself.

b/ After second commitment one boy went to live with a relative.

c/ After third commitment one boy went to a private school.

EL/bt



**TABLE 24**

DISTRIBUTION OF 38 FAMILIES OF 38 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 BY HOUSING CHARACTERISTICS, COMPARED TO 1951 CENSUS

	<u>Delinquents' Families</u>	<u>Halifax County</u>
Number of persons in household:		
TOTAL:	282	36,303 <sup>a/</sup>
1	--	2,089
2-3	9	13,661
4-5	21	12,380
6-9	147	7,139
10&	105	1,034
Occupancy:		
TOTAL:	282	36,305 <sup>b/</sup>
Owner-occupied	58	22,030
Tenant-occupied	224	14,275
Type of dwelling:		
TOTAL:	282	36,305 <sup>c/</sup>
Single detached	146 <sup>e/</sup>	22,795
Single attached	--	3,095
Apartments, etc.	136 <sup>e/</sup>	10,260
Average number of persons per room:		
TOTAL:	2.29	0.8 <sup>d/</sup>
Owner-occupied	1.98	0.7
Tenant-occupied	2.59	0.9

<sup>a/</sup> From Census of Canada, 1951, Volume IV, Table 4.

<sup>b/</sup> Ibid, Table 6.

<sup>c/</sup> Ibid, Table 9.

<sup>d/</sup> Ibid, Table 53.

<sup>e/</sup> Of the households in single-detached dwellings, 58 were owner-occupied and 88 were tenant-occupied; for apartments all were tenants.

**TABLE 25**

DISTRIBUTION OF 78 DELINQUENT BOYS FROM HALIFAX COUNTY, ON  
AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY  
FATHER'S OCCUPATION, COMPARED WITH 1951  
CENSUS DATA FOR HALIFAX COUNTY

Occupation Group	Delinquents		1951 Census data <sup>a/</sup>	
	No.	%	No.	%
TOTAL:	78	100.0	47,634	100.0
Primary, except agriculture	1	1.2	1,684	3.5
Manufacturing & Mechanical	5	6.4	6,052	12.7
Construction	10	12.8	4,617	9.7
Transportation	3	3.9	5,804	12.2
Trade & Finance	5	6.4	2,374	5.0
Personal Service	3	3.8	1,963	4.1
Other Service	7	8.9	8,151	17.1
Clerical	4	5.1	3,877	8.1
Laborer	40	51.3	4,701	9.9
Other	-	-	8,411	17.7

<sup>a/</sup> Derived from Census of Canada 1951, Volume IV, Table 10,  
showing occupations of males, 14 years and over, for  
Halifax County.

WM'K/bt

MEMORANDUM

Date

Subject: Organization of Daily Life

Mr. General

Approved

Date

Initials

**APPENDIX C**

Table

Table

Table

Table

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