

Master's Degree of Social  
Maritime School of Social

ABSTRACT

A STUDY OF THE SCHOOL AND ITS RELATIONSHIP  
TO  
JUVENILE DELINQUENCY

By

Gregory Lament McClare

This thesis is one of eighteen based on a group study of one hundred and sixty-three delinquents known to the Halifax District Office of the Department of Public Welfare. In the group study, primary data was obtained from the case records of these juvenile delinquents. Bibliographical data was obtained from literature in the fields of social work, psychiatry and psychology.

The subject of this thesis is delinquency and its causes with specific consideration given to the school and its relationship to delinquency. A general study was made of the environmental causes including the family, neighbourhood and socio-economic factors. A more detailed study was made of the school situation. Many of the children studied were victims of broken and unstable homes resulting in emotional depreciation of the child. School achievement of a number of these children was below average. In some but not all cases, this could be attributed to low intelligence.

It was concluded that there was a pressing community need for improved school services for helping children with special needs, especially the emotionally disturbed and mentally retarded.

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THE MARITIME SCHOOL OF SOCIAL WORK

JUVENILE DELINQUENCY AND THE SCHOOL

A Study of One Hundred and Sixty-three,  
Juvenile Delinquents known to the  
Halifax District Office of the  
Department of Public Welfare  
as of March 31, 1960.

A THESIS

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by

Gregory Lamont McClare

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## CHAPTER I

### INTRODUCTION

Our youth now love luxury. They have bad manners, contempt for authority. They show disrespect for elders and love chatter in place of exercise. Children are now tyrants not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up their food and tyrannize their teachers. ✓

These are not the words of some harassed modern parent, but were spoken by Socrates as long ago as the fifth century B.C. Juvenile Delinquency, then, is not strictly a modern phenomenon. Recent increases in both the prevalence and seriousness of delinquent behavior, however, make it a particularly pressing social problem today. In the past, emphasis in this area was placed on the punishment of the delinquent, today however the focus has switched to discovering causes in order to prevent and treat the problem.

In recent years many approaches have been explored in an effort to secure a suitable theory concerning the nature and cause of juvenile delinquency. Among these are the legalistic approach, the group approach, the cultural approach and the ecological approach.

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✓ Socrates as cited by Floyd L. Ruch in Psychology and Life, (Chicago: Scott, Foreman and Company, 1958), p. 405.

The legalistic approach is based on the assumption that age is a correlative of increasing responsibility and that the juvenile delinquent should be treated as an adult offender. The individual approach is a case study method as opposed to the group approach which is a study of youth gangs and other organized youth groups. The cultural approach is the study of culture conflicts and culture contacts on the delinquent. Finally the ecological approach is based on the study of delinquents in reference to their physical environment especially in relation to the ways they adapt to their environment and the resulting geographic distribution. 1/

The above would seem to indicate that there are as many causes of juvenile delinquency as there are people who study it. However, each of these various approaches have contributed to the body of knowledge on delinquency, and today it is held by most authorities that juvenile delinquency is the result of not one specific cause but of a variety of causes.

It is generally agreed that no child is borne delinquent. Delinquency is acquired through the learning process, it is a form of social behavior. The alleged delinquency of youth is often the reaction of his adult surroundings, perhaps better said the sum total of the transmitted pattern from these surroundings and the influence of response

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1/ Clyde B. Vedder, The Juvenile Offender  
(Garden City, New York: Doubleday and Company, Inc., 1954)  
p. 3.



tendencies that help shape his personality. <sup>1/</sup>

It would seem therefore, that there is no one specific but rather a variety of contributory factors that go to create a delinquent.

It was with these thoughts and considerations in mind that the second year students at the Maritime School of Social Work undertook this study of juvenile delinquency. The hypothesis for this study is as follows; there are factors in a child's total environment which may lead to a damaged personality, the existence of which may lead to delinquent activity or behavior.

In the study the group will consider the factors of disorganization of the family structure, the particular stresses inherent in the ordinal family position of the delinquent, the socio-economic factors, and the value system of the culture. Retardation will be treated as well as treatment suitable to the juvenile offender both in the correctional institution and outside.

This particular study will be focused on the academic functioning of the juvenile delinquent and will seek to show that this may be a significant factor in the cause of juvenile delinquency.

This will be approached on the assumption that

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<sup>1/</sup> Ibid.

the school is second only to the home in influencing the personality development of the child. The school has the most strategic position in the community in the over all prevention of juvenile delinquency, because it is in contact with children at a relatively early period of growth and development.

For the purpose of this study it will be assumed that those boys 16 years and under who are adjudged delinquent by the court system are juvenile delinquents and those boys adjudged, who are committed to a correctional institution for boys are more seriously delinquent than those not sent. It is further assumed that delinquent personality is modifiable and that treatment such as is offered by a correctional institution modifies more and more quickly than if no treatment is offered.

These assumptions of the group stated above would seem to be invalid according to the theory of F. Ivan Nye, who states in his book, "Family Relationships and Delinquent Behavior", \* that:

Repeated studies have shown that lower socio-economic individuals are more likely to be arrested, convicted and institutionalized for a given offense than are individuals in middle and higher socio-economic strata. As a result there is little if any doubt that institutional populations are biased with disproportionate members of individuals from the lowest socio-economic levels. Therefore, any social or

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psychological variable found more frequently among individuals in the lower social classes might erroneously be related to delinquent behavior.

Although Mr. Nye's arguments have some validity, it does not necessarily follow that the boys were committed to institutions for reasons other than serious delinquent behavior. Ego psychology indicates that environmental stress may produce personality damage and one of the manifestations of this is delinquent behavior. Poor socio-economic conditions may be considered stressful to the developing child because they would appear to give rise to conditions that increase the likelihood of critical disparities between a child's growth needs and possibilities for satisfying them. Therefore, in areas where these conditions are present it is reasonable to assume that the incidence of delinquent behavior will be greater than in areas where similar conditions do not exist.

The reasons for the study are to test and validate the hypothesis and to expand the student's knowledge and understanding of the theoretical orientation, to give, dependent on the finding, insight into adolescent behavior and an orientation to the treatment of the delinquent personality. Finally, the assignment is undertaken as a partial requirement for a

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<sup>1/</sup> P. Ivan Nye, Family Relationships and Delinquent Behavior, (New York: John Wiley and Sons Inc., 1958) p. 7.

Master's Degree in Social Work.

The object of the study is to test the principles of dynamic psychology in these particular cases. The study is relevant to the Nova Scotia corrections program, which is orientated to returning children brought to their attention and into their care to a more stable adjustment in the Community. It is relevant to the writer's interest in the school and the influence that this institution can have on a child's personality, development and functioning. The project is relevant also insofar as this area of study is accessible owing to the availability of records and data during the time limits of the study.

The basis for the total study consists of 163 juveniles who have been found delinquent as defined under the Juvenile Delinquent's Act and who have been known to the Halifax District Office of the Department of Public Welfare between January 1, 1955 and December 31, 1961.

Juvenile Delinquent, for the purpose of this research project, means any child who while apparently or actually under the age of sixteen years, has violated any provision of the Criminal Code or Provincial Statute. <sup>1/</sup>

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<sup>1/</sup> Dominion of Canada Statutes, The Juvenile Delinquents Act, 1929 c 46, s.1.

The scope of this study will include the emotional and mental status and psycho-social development of this group of children as related to the school as well as the influence of the home and group on the child. The study will review the present services offered both by the school and by the community to help in the adjustment of these children.

The subject of this thesis will be discussed from a social work point of view and treatment will be evaluated in the light of current psychological and social work theories.

There are some limitations in a study of this nature. First, the records from which the data was obtained, were not written for research purposes and in several there was limited information. Secondly, the time available for the study is limited to the 1961-1962 term at the Maritime School of Social Work. Consequently this necessitated qualifying the study to this period of time. An obvious limitation in this study existed by the very fact that treatment resources available in the community were limited and as a result the social worker in some cases had no alternative but to recommend a plan which theoretically was not the treatment of choice, but the best available plan.

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The primary data for this study was obtained from the case records of 163 delinquents known to the Halifax District Office of the Department of Public Welfare. This data was obtained by using schedules drawn up for that purpose and was collected by the members of the research group.

Bibliographical material included various books on psychology, sociology and social work, as well as from periodicals and pamphlets.

It is hoped that this study of 163 delinquents will illustrate that there were factors in the child's adjustment to the school situation that contributed to his own personality maladjustment and subsequently to his delinquent behavior.

## CHAPTER 11

### THE DEVELOPMENT OF THE PERSONALITY

Personality over the ages has been studied by a variety of different disciplines and our knowledge of personality comes from no one source of information. The anthropologist, the sociologist, the geneticist, the physiologist, the psychiatrist and the psychologist have all contributed something from their particular fields to man's understanding of the personality.<sup>1/</sup>

These various approaches to personality have made it clear that a definition of personality can not be approached from one specific area. It indicates rather that it must be considered from a very wide perspective. In 1937, Gordon W. Allport<sup>2/</sup> made an exhaustive survey of the existing literature of that time and extracted almost fifty definitions of personality.

For the purpose of this study, the personality theory states that, personality refers to the whole person will be used.

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<sup>1/</sup> c.f. Helen L. Witmer and Ruth Katinsky, Personality in the Making (New York: Harper and Brothers, Publishers, 1952) p.4.

<sup>2/</sup> Gordon W. Allport, Personality and Social Encounter (Boston: Beacon Press, 1960) p. 18.

The thinking, feeling, acting human being, who for the most part, conceives of himself as an individual apart from other human beings. <sup>1/</sup>

The personality then has three related aspects:

1) the external appearance or social stimulus value, that is, the effect it has on others; 2) the person's self-awareness as a force in life, that is, the conscious view of self, becoming a guide to further development of personality. 3) Finally, there is the individual's particular pattern of "inner" and "outer" traits. These include characteristics such as musical ability, masculinity, sociability than can be observed and treated objectively. <sup>2/</sup>

For convenience sake, this discussion of personality development has been approached on a chronological basis. It is based on the work of Erick H. Erickson <sup>3/</sup> who has identified eight major conflicts in our culture which the individual normally must face at different times in his development. According to his concept, if the individual is unable to resolve a particular conflict satisfactorily, he will be handicapped in resolving subsequent conflicts. When he is successful, on the other hand, he gains a new sense of achievement and greater actual adequacy for dealing with life. He incorp-

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<sup>1/</sup> Floyd L. Ruch, Ap. Cit., p. 65.

<sup>2/</sup> Ibid.

<sup>3/</sup> E.H. Erickson, Growth and Crisis of the Healthy Personality (New York: Josiah Mary Jr. Foundation, 1950) p. 55.



ates into his concept of self a new quality which helps him face the next crisis in his development.

Although Erickson lists eight of these conflicts, only six need be considered for the purpose of this study, as the other two refer to adults. These conflicts are: trust, autonomy, initiative, duty and accomplishments, identity and intimacy.

The first important quality the individual develops is a sense of trust, which normally emerges during the first year of life. The infant begins to develop a sense of trust when he first discovers that his basic needs, especially his need for food are satisfied. He also finds that his mother, can be counted on to provide attention and love. As time goes on, his own rapidly developing skills, such as ability to grasp his toys or to sit up, enable him to trust his own body. All such experiences combine to give the child a basic faith in existence. He comes to feel that he can rely upon much of the world to be predictable and consistent.

Studies of mentally ill individuals and observations of infants who have been grossly deprived of affection suggest that trust is an early formed and important element in the healthy personality. Psychiatrists find again and again that the most serious

illnesses occur in patients who have been sorely neglected or abused or otherwise deprived of consistent and appropriate love in infancy. Similarly, it is a common finding of psychological and social investigators that an individual diagnosed as a "psychopathic personality" was so unloved in infancy that he had no reason to trust the human race and therefore, has no sense of responsibility towards his fellow man. <sup>1/</sup>

When the child is about twelve or fifteen months old he begins to assert his own individuality, a struggle that is particularly intense for about the next two years. During this time, the child should come to feel that he is an adequate human being, self-reliant but nevertheless able to use the help and guidance of others in important matters.

The physiological basis for this stage of development is the state of muscular coordination the child has achieved, enabling him to walk, talk and manipulate objects in various ways. He meets many frustrations from his physical environment, in being unable to reach objects, climb walls and so forth and from his parents and from other adults who may disapprove of many of his activities. It is important, therefore, that in handling a child at this stage his parents give him the opportunity

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<sup>1/</sup> Witmer and Katinsky, Op. Cit., p. 9.

to make whatever choice he is ready to make for himself, while at the same time they help him learn to accept necessary restrictions. They should be consistent in both what they allow and forbid him to do. If the child learns to develop the proper ratio of cooperativeness and wilfulness, he will attain self-control, without loss of self-esteem.

Shame and doubt are emotions that many primitive peoples and some less sophisticated individuals in our society utilize in training children. Shame exploits the child's sense of being small. Used to excess, it misses its objective and in some cases may later result in open shamelessness, or at least, in the child's secret determination to do as he pleases when not observed. Such defiance is a normal, even healthy response to demands that make a child feel that his body and his vital needs and wishes are evil and dirty and that he regards those who pass judgement as infallible. Young delinquents may be produced by this means. <sup>1/</sup>

Having become established as an individual in his own right, the four or five year old, next seeks to discover how much he can do. This is the first indication of his sense of initiative. He observes and imitates the activities of adults and engages for hours in imaginative play.

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<sup>1/</sup> Witmer and Katinsky, Op. Cit., p.13.

The main problem the child faces at this stage of his development is how to experiment with things and exercise his will as widely as possible without suffering too many feelings of guilt. Because his conscience has started to develop, his behavior is guided at least partly by his notions of right and wrong. He often feels guilty for his thoughts as well as deeds. As in the preceding stage, a satisfactory solution depends upon giving the child all possible freedom and encouragement in carrying out his projects, imposing only necessary restrictions. If too many of his enterprises are physically impossible or socially unacceptable, he may become so discouraged that he will never develop the ability to select special goals and persevere in reaching them.

Although this stage of self development is very difficult, it can be richly rewarding. At no other time of life does the individual learn so willingly or feel so important when he shares in obligations and achievements. The sense of initiative developed at this early stage should be fostered since so many factors in contemporary life stress conformity.

During this period the ability that is in the making is that of selecting goals and persevering in the attempt to reach them. If imagination and enterprise

are too greatly curbed, if severe rebukes accompany the frequently necessary denial of permission to carry out desires, if no avenues are offered for making up for failure and misdeeds, a personality may result that is over constricted. Such a personality cannot live up to its inner capacities for imagination, feeling and performance, with the result that it may overcompensate by immense activity and fine relaxation impossible.

Constriction of personality is self imposed, an act of the child's overzealous conscience. The child may feel that since he is not permitted to do something, even thinking of it is dangerous. Resentment, bitterness and a vindictive attitude toward the world that forces the restriction may result and this attitude may become an unconscious but nonetheless influential part of the personality.

These first three stages of personality development seem to be the most important. If the child satisfactorily achieves a sense of trust, of autonomy, initiative, he will probably have a minimum of difficulty with later conflicts. The child who gets a poor start in developing a healthy self-concept, on the other hand faces a tremendous handicap in making later adjustment.

During the years from six to twelve, the child tends increasingly to engage in real tasks that are

socially useful. This stage of development is a time of calm, steady growth. It is a period of learning new skills and social abilities, a period when the child needs to make real achievements in accordance with his own particular abilities. The chief danger at this point is that he may develop a sense of inferiority if too much or too little is expected of him.

The school plays a particularly important role in helping the child develop a sense of industry and accomplishment. Teachers should make every effort to gear their requirements to the individual so as to give him the experience of success commensurate with his abilities.

The problem of identity is central during adolescence, when rapid physiological changes contribute to inner turmoil and indecision. The adolescent is constantly faced with questions concerning who he is or who he is to become. Is he child or adult? What profession shall he enter? How does his race or religion affect people's attitudes toward him? Such questions as these often cause the adolescent to become morbidly preoccupied with what others think of him and with what he should think of himself.

Faced with this confusion in his status, the adolescent often seeks security by fostering similarity to others of his age group. He develops stereotyped

behavior and ideals and often joins narrow cliques. The greatest danger of this period, however, is self-diffusion. With so many physical and social changes taking place and so many decisions to be made at once, the adolescent often feels he has nothing to grasp. He can overcome this feeling of diffusion more readily if he has gained a healthy sense of self-esteem and a feeling that he is moving toward a future when he will have a definite role to play.

Whether this feeling of self-diffusion is fairly easily mastered or whether, in extremes it leads to delinquency or more abnormal behavior, depends to a considerable extent on what has gone before. If the course of personality development has been a healthy one, a feeling of self-esteem has accrued from the numerous experiences of success in a task and sensing its cultural meaning. Along with this, the child has come to the conviction that he is moving toward an understanding future in which he will have a definite role to play. Adolescence may upset this assurance for a time or to a degree, but fairly soon a new integration is achieved and the child sees again that he belongs and that he can succeed.

The struggle of the adolescent is one to preserve a sense of continuity between his childhood and his

CHAPTER 111  
THE GROUP FINDINGS OF DELINQUENCY  
FACTORS

This study was made of a group of 163 boys from Halifax County who have committed delinquent acts and have been adjudged delinquent and subsequently committed to the Nova Scotia School for Boys, at some time between January 1, 1955 and January 1, 1961.

The age at commitment to the Nova Scotia School for Boys ranged from age seven to sixteen years, with eight boys of the total group having passed sixteen. Of the 129 boys whose age was recorded, 93 or 72.1% fall in the age range from 12 to 16 years. Twenty-eight or 22% of the 129 recorded ages fall below the age of 12 years but above 7. This would seem to indicate that the majority of the boys included in this study were in the adolescent age range.

The average or mean number of court appearances of the 163 delinquents in the study was 2.85. Forty boys or 25%, had only one court appearance. Forty-eight or 29% had 2 and only 3 boys had 8 court appearances, the rest varied between 3 and 7 appearances.

This indicates that the majority of the delinquents had 2 or less court appearances.



As to the type of offences that were committed, it was possible to study 373 individual delinquencies. Of this number 167 or 45% were offences of theft. Again 58 or 15.6% constituted truancy offences and 50 or 13.4% were offences of break and enter. Thus 74%, the majority of the delinquencies, fell in these three categories. Thirty-five cases of vandalism were committed, as compared with one case of sex and one case of incorrigibility.

Out of the total group of 163 boys, 100 or 61.3% had but one commitment. Sixty-three boys or 38.7% of the total group may be classified as recidivists, which for the purpose of this study means any boy who has more than one commitment to the Nova Scotia School for Boys. Of the total recidivists group (63), 47 or 74.6% had 3 commitments and 7 or 11% had 4 commitments.

From inspection of Table 1 it is seen that the majority of the delinquents spent from 6 to 12 months at the Nova Scotia School for Boys, on their first commitment.

Upon analyzing the cases of the delinquents, there were several factors that were evident and which may have affected their personality, functioning and behavior. These factors may be divided into four major areas of influence, namely, those which affect the delinquent directly. Those which affect him through the

TABLE 1

THE LENGTH OF STAY OF 163 JUVENILE DELINQUENTS  
AT THE NOVA SCOTIA SCHOOL FOR BOYS  
ON AFTER CARE SERVICE TO THE  
DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955  
AND DECEMBER 31, 1961.

Length of Time	Number of Boys
Under 3 months . . . . .	4
3 months and under 6 . . . . .	24
6 months and under 12 . . . . .	87
12 months and under 18 . . . . .	29
Over 18 months . . . . .	9
Not Shown . . . . .	10
<b>Total</b>	<b>163</b>

GLMcC/ch

family and its structure, those which affect him through environmental conditions and finally, those which affect the delinquent through his school performance and achievement.

It is felt that one area of direct influence on the delinquent, may be his position in the family constellation.

Of 116 delinquents with this information recorded, 39 or 33.6% were the oldest child as is indicated in Table 11. Twenty-four or 21.6% were the second oldest child, while together the oldest and second oldest children constitute 63 or 54.3% of the 116 cases. In this sample, 17 or 14.7% were the youngest children; 11 or 9.4% were the only children; 13 or 11.2% were third children; 12 or 10.3% were fourth or later children.

This would suggest that the oldest, second oldest and to a lesser degree the third and youngest children in the family tend to be delinquent. However, in making this observation it must be recognized that the group classified as oldest represents a distortion. This results from the fact that regardless of the number of children, every family had an oldest child. Also as the number of children in the family increases, the probability of having a second, third, fourth and so on position decreases.

TABLE 11

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

Another factor which may affect the boy directly is that of inadequate intelligence. An individual who is intellectually deficient, will be nature of this constitutional or acquired inadequacy, meet situations in his total environment which may produce stress which may constitute to delinquent behavior.

In examining the total delinquent group under study, it was found that 110 had been tested for intelligent quotients and this is illustrated by Table 111.

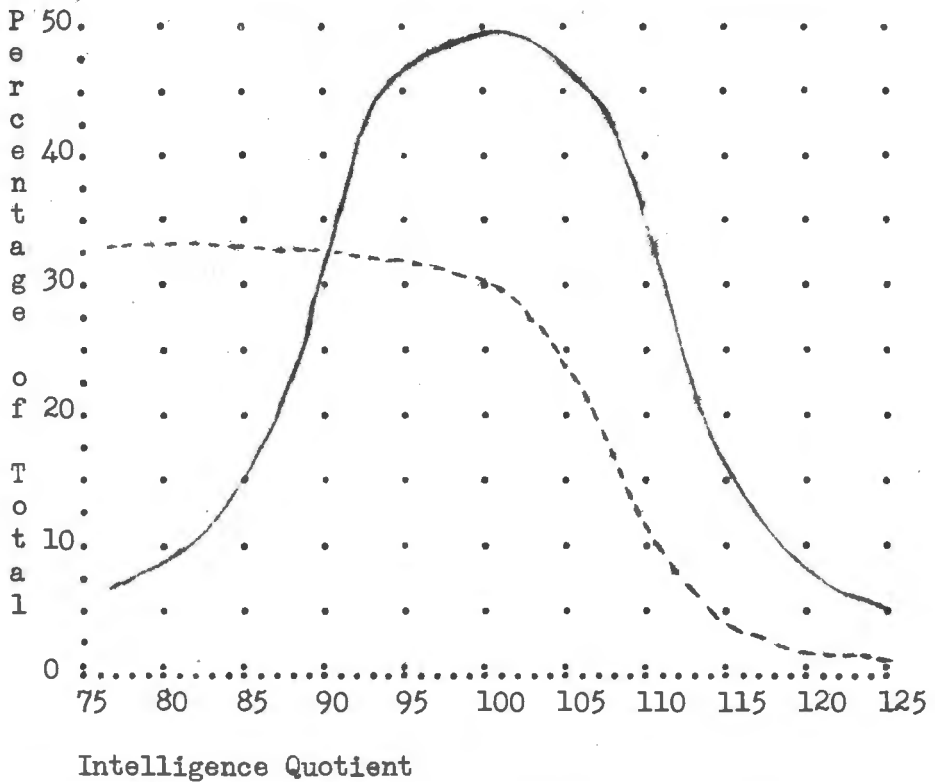
Borderline intelligence according to the Revised Standard Bivet Tests is considered to be 80. Those below 80 are considered to be mentally retarded. Table 111 illustrates that a greater percentage of the delinquents under study are retarded as compared to the general population. It is also significant that in no category did the delinquent population measure up to the general population.

A limitation to this conclusion is one that applies to all intelligence tests, that being that intelligence tests are not culturally or socially stratified. This will be discussed in more detail in Chapter 1V.

A second general area of influence on the delinquent is the family. The family should fulfill three

TABLE 111

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

major functions, it should provide organic sustenance and habit training in survival patterns; it should afford primary group association for the experiencing of socializing interpersonal relationships and it should be a major source for transmission of the values and knowledge of the culture. In analyzing the family's influence on juvenile delinquency, these three aspects will be studied.

The first major influence of the family that affects juvenile delinquency is the socio-economic factor. This is indicated by the occupation of the father in Table IV and size of the family in Table V.

In analyzing Table IV it can be seen that in the 78 cases in which the information was recorded, 40 or 51.3% of the delinquents parents held laboring jobs while only 3 or 3.8% of the sample were sons of professional people. Since the laboring class is composed of unskilled workers, it therefore, receives the least amount of remuneration for its service. It would seem therefore, that these people fall into the lowest socio-economic bracket. Further, from this study, it would seem that adverse economic conditions in the home appear to have, in combination with other influences, some relationship to delinquency.

Another important factor contributing to the cause of juvenile delinquency regarding the family, is

TABLE 1V

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.



the size of the family. Family size is related directly to socio-economic status in the terms of per-capita income and the child from a very large, poverty stricken family may become delinquent, not necessarily because of size, but because of the crowding, poor housing condition, bad neighbourhood and early cessation of education and early beginning of employment that frequently accompany the living conditions of such families.

Table V indicates the size of the families of 129 delinquents. From this it can be seen that the largest concentration of children is in the number of families which had eight children which comprises 24% of the total number recorded. Whereas only 11 families or 8.5% had one child. It would seem therefore, that adverse economic conditions affected by large families, have in combination with other factors, some relationship to delinquency.

A second aspect of the family influence on juvenile delinquency, is that of broken homes. A major hypothesis has been that a complete family consisting of father, mother and children is essential to the development of a balanced and socially adjusted personality. Evidence favoring the casual significance of the broken home in juvenile delinquency should reveal a higher incidence of broken homes among delinquents as compared to non delinquents.

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  
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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Table VI indicates that at the time of the first commitment to the Nova Scotia School for Boys that 85 or 62% of the parents of the sample were living together as compared with 86% of the total population as given in the 1951 census. Of the parents that were not living together 21.9% of the sample were separated as compared to 6.5% of the total population, 12.4% were widowed as compared with 6.6% of the total population and 1.5% were divorced as compared to 31% of the total population.

In each of these categories, indicating the status of the parents, the rates of the parents of the sample is higher, with the exception of the category, "parents together", than for the total population. If each of the categories in the abnormal areas, that is other than "parents together", are computed it is seen that 38% of the delinquent's parents fall in this category, whereas only 14% of the total population fall in the same category.

It would seem therefore, that broken homes bear some relationship to the cause of juvenile delinquency.

A final point of consideration in which the family may have an influence on the delinquent is when the mother is absent from the home because of employment.

**TABLE VI**

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.

Table VII indicates that 38% of the mothers of the delinquents under study, worked at some time during the delinquent's career. Twenty-three percent of the mothers were working prior to the time of the delinquents first offence and 26% were working at the actual time of the offence.

Since these figures are significantly high, it would seem therefore that working mothers have some relationship to the cause of Juvenile Delinquency.

In concluding, there is one final area that can influence the rate of juvenile delinquency, that being the value system of the culture or anomie. Since the child reflects the influences of the neighbourhood, it follows that if there are differences in the adequacy of neighbourhood these differences should be reflected in variations in the rates of law violations. Or, stated conversely, variations in rates of law violations should indicate discernable differences among neighbourhoods or areas.

This is indicated in Table VIII. The significance of this table is seen as showing that tracts three, four, five and seventeen are areas in which the delinquency rate reaches significantly high proportions to single them out from the other tracts. There is a common element in these tracts in that they are contiguous

TABLE VII

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

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<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%

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<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.

and make up a large proportion of the Halifax Waterfront area. Within these areas is included the major part of Halifax's commercial activity. This necessarily associates the areas with maximum land use of a commercial or industrial nature. Also in conjunction with this, residential land use decreases as commerce and industry expand. Therefore, with regard to the residential situation, houses tend to become run down and overcrowded.

The direct result of this upon children within the areas, is that recreational facilities such as playgrounds and parks decrease as commerce and industry occupy more land.

Finally in tract 17, the delinquency rate which is the fourth highest among the 17 tracts can be largely explained by the fact that this is a redevelopment area in which there are considerable low renting housing projects. Since these are relatively new development areas, there has been relocation of the families involved.

All these factors in the lives of the delinquents combine to make the life struggle unending, particularly in a society that places heavy emphasis on money and material possessions.

TABLE VIII

DISTRIBUTION OF 80 JUVENILE DELINQUENTS  
WHO LIVED IN THE CITY OF HALIFAX AND  
WHO WERE ON THE AFTER CARE SERVICE  
OF THE DEPARTMENT OF PUBLIC WELFARE  
BETWEEN JANUARY 1, 1955 AND  
DECEMBER 31, 1961  
ACCORDING TO CENSUS TRACT LIVED IN

Tract	Number of Delinquents	Delinquency Rate *
1	0	0
2	2	2.7
3	5	9.2
4	22	18.2
5	31	15.0
6	3	2.7
7	2	1.8
8	3	2.0
9	0	0
10	0	0
11	1	1.6
12	0	0
13	1	11.0
14	3	1.6
15	0	0
16	1	1.1
17	6	5.3
Total	80	

\* Delinquency rate refers to the rate per 1,000 children in families between the ages of 6 to 17 years of age.



## CHAPTER 14

### THE SCHOOL AND DELINQUENCY

The school is that institution through which is transmitted to each generation the wisdom of the race and through which the individual and society receive guidance in continuous efforts for adjustment and progress. <sup>1/</sup>

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<sup>1/</sup> Howard W. Adam, American Social Problems  
(New York: Henry Holt and Company, 1939) p. 341

## THE SCHOOL AND DELINQUENCY

The school occupies a central position in a community program for the prevention and control of Juvenile Delinquency. It has close and continued contacts with every child and youth in the community for an extended period of time. The school receives the child early in life and its aim is to assist him directly in becoming a knowledgeable, well integrated and socially useful citizen. In carrying out this task, the school, has a tactical advantage enjoyed by no other agency concerned with the prevention and control of delinquency. It has all the children, it has the trained personnel and its objectives include developing socially acceptable and personally satisfying behavior.

The school in any Community obviously, is only one of many agencies that deal with children and young people. It cannot solve the problem of delinquency alone. However, without the sustained and scientific assistance of good schools, the Community will make little headway against this problem. The role of the school should be considered central to a well planned community program, not supplemental and incidental. The school can and should perform these vital services of detecting delinquent tendencies in children at an early

stage, referring such children to agencies that can give them the help they need and providing desirable experience for them in the educational program. <sup>1/</sup>

Next to the family then, the school is of prime importance in shaping the character and personality of the child. If the school experience is not a rewarding one for the child, he will react in a variety of ways to his environment; the home, the school and the community.

It must be kept in mind however that delinquency is not a distinct or separate problem, but rather it is an indication of a deeper problem, which expresses itself through "acting out". Like truancy, incorrigibility or other less school-related delinquencies are symptomatic of underlying conditions, the roots of which may be found in the family life, the school adjustment or the environmental background in the Community as well as sometimes in physiological or psychological aspects of the child's personality.

Table LX shows the influence that family life has on the delinquent. The table indicates the marital status of the parents of the delinquents at the time of commitment to the Nova Scotia School for Boys. The greatest number of parents, 50.8%, were married. The

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<sup>1/</sup> W. Kuaraceus, The Community and the Delinquent (New York: World Book Company, 1954), p. 265.

TABLE 1X

DISTRIBUTION OF 163 DELINQUENTS ON THE AFTER CARE PROGRAM OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1956 AND JANUARY 1, 1962 ACCORDING TO AGE AT FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS AND ACCORDING TO THE MARITAL STATUS OF THE PARENTS

Age	Married	Divorced	Widowed	Separated	Deserted	Unwed	N.R.	Total
7 and under 8	1	1	-	-	-	-	-	2
8 and under 9	2	-	-	-	-	2	-	4
9 and under 10	5	-	-	1	-	-	-	6
10 and under 11	7	-	-	1	-	1	1	10
11 and under 12	5	1	-	5	-	2	2	15
12 and under 13	10	-	2	7	1	1	2	23
13 and under 14	11	1	5	3	-	4	1	25
14 and under 15	18	1	6	4	1	4	3	37
15 and under 16	22	-	7	6	1	2	3	41
Total	81	4	20	27	3	16	12	163

Where the Marital status was other than "married", the father was absent except in four cases:

The Mother of 1 eleven year old was absent through separation.

The Mother of 1 twelve year old was absent through death.

The Mother of 1 fifteen year old was absent through unmarried parenthood, where the father kept the child.

Status of the other 49.2% of the sample indicates that four were divorced, twenty were widowed, 27 were separated, three were deserted, sixteen were unwed and twelve were not recorded. Individually these may not be significant, however if the total percentage of the delinquent's parents whose status was divorce, widowed, separated, deserted and unwed are considered collectively it is significant. The table then indicates that 43.2% of the delinquent group were living in an abnormal environment in which either one or the other parent was missing from the home at the time of the delinquency.

It is difficult to show with precision, the influence of broken homes on the developing child or the responsibility this social disruption has towards the causation of delinquency or other forms of youth failure. The difficulty is inherent in the fact that such conditions influencing the life of a child are too subjective and complicated to be expressed statistically in a satisfactory manner. However there can be no doubt that the separation of parents is for many children a real social handicap.

In dealing with the delinquency problem, from the standpoint of the school or any other agency, one deals with the problem of a symptom which may have any

one or more of many different causes. Moreover in dealing with delinquency or any other symptom one does not correct the problem until fundamental causes are found and corrected or alleviated, even though some measures may temporarily allay the symptom.

Assuming the theory that delinquency is a symptom of a much deeper problem in the child's personality it has been further assumed that the school may itself provide the student with unnecessary anxiety which may result in delinquency.

The theoretical orientation for this particular portion of the study is that the child may have difficulty in school because it is not graded according to his intellectual capacity. If his intelligence level is different from that of the class (be it higher or lower is immaterial) he does not have the pleasure of success resulting from effort or the pleasure that comes as a result of effort in the attainment of success. As a result he works less and less hard; he becomes annoyed because as he sees it the other children receive preferential treatment, that is they get higher grades. This annoyance causes a feeling of hostility toward the school, other pupils and the teachers, which in some instances reaches the height of feeling persecuted. He may express his hostile feeling in his behavior

which then gets him into trouble and often results in a real feeling of dislike on the part of the other children and the teachers. Their attitude makes him more hostile and the vicious circle of hostility and counter hostility develops.

The child may not become openly hostile, but he may instead try to get away from the irritating situation by truancy. If the boy goes by himself he gets into trouble with the school authorities and with his parents, to whom the school complains. If he goes with the other children the same occurs, but in addition he may become associated with a gang of delinquents and himself become one. If the boy does not withdraw himself physically he may do so psychically, that is, sit in the classroom and daydream instead of attending to his work. From the psychiatric standpoint the last mentioned reaction is more likely to result in serious maladjustment than the other two in which the maladjustment is an open conflict between the individual and society. <sup>1/</sup>

In an attempt to evaluate the child's progress in this competitive setting it would be appropriate to note the academic standing of the group.

Table X shows the distribution of 146 delinquents according to the number of grades retarded or

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<sup>1/</sup> O. Spurgeon English and Gerald H.J. Pearson, Emotional Problems of Living (New York: W.W. Norton and Company, 1955), p.304.

TABLE X

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

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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

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

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advanced. The table indicates that 76 or 52% of the sample was retarded at least one year. Of this, 47 or 62% were three grades behind, 18 or 24% were two grades behind and 11 or 14.4% were one grade behind. Sixty-nine or 47.3% of the sample were in their proper grade and one or .6% were one grade advanced.

The table was based on 146 because the remaining 17 did not have the information recorded.

These figures are significant in that they indicate that 52% of the delinquents were at least one grade retarded and that only 47.3% were in their proper grade.

It would seem therefore, that the academic functioning of a child is directly related to his adjustment to school and his delinquent behavior.

The relation of age and grade is usually regarded as a criterion for success or failure of a child in his academic achievement. The child may meet the school experience with a feeling of confidence or inferiority. In the case of the latter the resulting attitudes are usually unhappiness and discontentment, which may be expressed in the form of delinquent behavior.

The factors contributing to the child's lack of progress in school may be due either to his own

personal limitations, external influences or in many cases to a combination of both. Whatever the cause the child usually experiences a certain amount of dissatisfaction which may disrupt his social development.

If the child finds the school a satisfying experience he is likely to make a good adjustment. On the other hand if his school experience proves to be unsuccessful and one in which he is experiencing a great deal of frustration and unhappiness, his adjustment will probably be poor.

This is indicated in the case of Aubrey H.

Aubrey H. was a 9 year old boy who was charged with breaking into his teacher's home and steal-a rifle. Aubrey's history indicated that he was unable to get along with his peer group and he received great joy in threatening to beat up other boys younger than himself.

Aubrey was 9 years old in grade one and was making little or no progress in school. He expressed his dislike for school and informed the social worker that he had no desire to return to school in the fall. Aubrey was referred to a psychologist for assessment. His delinquent behavior was centered around his extreme aggressiveness with his peer group. His I.Q. was found to be 74.

Aubrey's personal history indicated that he had been born out of wedlock and his mother married when he was one year old. At this time his mother was 41 and his step-father 81. His mother was very permissive with him and his step-father ignored him for the most part.

This case shows the possible effect of inconsistent discipline and mental deficiency in school progress and social adjustment. This case also shows

lack of acceptance on the part of the parents as well as lack of understanding regarding his needs. There was also a lack of insight on the part of the school around the boy's needs, which is evident by the fact that he was 9 years old and in grade one. It is difficult to assess the emotional damage and social frustration that this child has experienced in the three years that he has been in school. However, it is quite evident that the stress of being unable to meet the academic demands inherent in the school curriculum had created a great deal of aggression which probably contributed to making his behavior delinquent.

Every child needs an adult who has affection for him, who tries to understand his needs, who will be responsive to his needs and who will be as consistent as possible with him. Aubrey H. had no adult in this role, neither parent nor teacher.

It is well known that children often bring to school certain ways of looking at and responding to, both authority-persons and peers which have been over-learned at home in response to parents and siblings and which are inappropriate to the new setting. While it may help a teacher to realize that the child feels hostility, not really for the teacher but for the mother, it is only within the teacher herself that he

can find ways of meeting the onslaught and helping the child.

The teacher may feel that a child's behavior is directed against her personally. No doubt, too, most teachers are apt to be ill at ease with certain children and feel less warmth. However objective the teacher may try to be, personal needs and inner emotional states will at times enter the picture. Some teachers feel uneasy about such personal involvement which they believe is inconsistent with their professional role. Resulting tensions may further distort teacher-child relationship. <sup>1/</sup>

A child's dissatisfaction in school may present itself in the form of periodic non-attendance or in the more chronic form of truancy. A child may be a truant for a number of reasons, such as intellectual inferiority or emotional difficulties which result in lack of interest or a general resentment of routine and restrictions. Ross F. is an example of a Truant.

At age 11, Ross was charged with truancy and placed on probation, one month later he was convicted on the same charge for violation of probation and committed to the Nova Scotia School for Boys. His mother when questioned by the probation officer as to Ross' absence from school, she always had an excuse regarding his truancy and as a result gave little cooperation when asked to help in treatment plans. His mother was very overprotective and his step-father showed an indifferent attitude. Ross'

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<sup>1/</sup> Sheldon Glueck, The Problem of Delinquency (Massachusetts: Riverside Press Riverside, 1959), p. 154.

history shows that he was born out of wedlock and at the time of the opening of the case his mother was living common law with another man, other than Ross' natural father. Upon assessment at the Child Guidance Clinic, Ross was classified as a conduct disorder and in need of strong controls.

Social maladjustment of the child is often expressed throughout his school career by acts of truancy, that is by running away from difficult or unpleasant social situations and obligations or towards mere absorbing activities. These activities are usually directed towards a less controlled environment such as loitering on street corners, vacant lots and poolrooms. Gluck has referred to truancy as, "the kindergarden of crime", for it is during these idle hours, that the delinquent, often becomes involved in more serious delinquencies. <sup>1/</sup> In this study of 163 juvenile delinquents, the first offences of 25 were truancy. Of this 25, thirteen committed more serious crimes at some time during their delinquent careers. Of the 13, seven had committed offences of Break, Enter and Theft. It would seem therefore, that truancy is one of the first symptoms of juvenile delinquency. In most cases truancy is a symptom of unsatisfactory experience or emotional conflict that the child find difficult to solve. Only when delinquency is seen in perspective can effective treatment plans

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<sup>1/</sup> Sheldon and Eleanor Glueck, Unravelling Juvenile Delinquency (New York: Commonwealth Foundation, 1950), p. 140.

be constructed.

A child may meet dissatisfaction in school if he finds that due to his own personal limitations he is unable to progress academically. In school where the stress is placed on academic achievement it would be extremely difficult for a child to escape feelings of failure if he was unable to keep pace with his expected grades. It is when the school promotes or intensifies these feelings of frustration and inadequacy that the child may seek an outlet in truancy and delinquent behavior. <sup>1/</sup>

Table XI indicates the intelligence quotient of 110 delinquents of the group. It is quite clear that over 65% of the group had I.Q.'s below the normal range of intelligence. Of this 32.7% fall in the borderline and mental deficient ranges of intelligence (Below 80) and the same percentage falls in the dull range of intelligence (80-90). Compared to the total population, it is seen that these percentages are much higher. From this group, at least, it would seem therefore that mental subnormality is a significant factor in Juvenile Delinquency.

In this conclusion, there are several factors that must be weighed. Studies carried out by one

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<sup>1/</sup> Vedder, Op. Cit., p. 83.

TABLE XI

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

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<u>Intelligence</u> <u>Quotient</u>	<u>110 Delinquents</u> <u>No.           %</u>	<u>Normal Distribution</u> <u>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

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<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.

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school of anthropologists <sup>1/</sup> over the last 20 years have shown that American society is considerably stratified and that each of the social status levels, identified as upper, middle and lower, has a way of life that differs somewhat from the others. This is particularly true of the lower level, especially that subdivision of it that is called "lower-lower" or slum culture, urban and agricultural. Adults in this segment of our society fight and curse as a matter of course and consider school and matters intellectual unimportant to their future. Their children naturally follow the same line of behavior and opinion, for in the content of slum life it is realistic and socially acceptable.

When these slum children enter school they enter an environment in which middle class standards are the rule. In that environment their behavior is likely to be considered delinquent and their lack of interest a sign of inadequate mental capacity. When they are tested for intelligence they are found to rate on the average about ten points below the children of the higher economic status, a difference that

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<sup>1/</sup> Richard L. Masland, Seymour B. Sarason, Thomas Gladwin, Mental Subnormality (New York: Basic Books Inc., 1959), p. 265.



increases to as much as 23 points by the time they reach 14. <sup>1/</sup>

Careful studies in the field of mental deficiency have indicated that if people who are mentally retarded, receive proper education and vocational guidance and if they are not subjected to improper environmental influence give no cause to expect that they will lead delinquent careers. <sup>2/</sup>

Although many delinquents in the sample have I.Q.'s below 90, these boys were all subjected to a great deal of stress from the instability of the family unit and as a result they were not understood by their parents and in most instances not even by their teachers.

The mentally retarded child is hindered in many other ways, both at home and at school, because he is mentally slow in developing and is not able to identify himself with his parents as rapidly and as effectively as the average child. Therefore his infantile anxieties are prolonged because he has less than the normal capacity to deal with them. The constant pressure of anxiety further weakens the development of his ego. His parents moreover can not have the same affection for him as they would for an average child because his defectiveness is a severe blow to

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<sup>1/</sup> Allison Davis, An address given at Midcentury White House Conference, December 1950, Cited by Helen L. Witmer and Ruth Katinsky, Personality in the Making. (New York: Harper & Brothers, Publishers, 1952) p. 117.

<sup>2/</sup> Earnest R. Graves and Phyllis Blanchard, Introduction to Mental Hygiene. (New York: Henry Holt and Company, 1950), p. 64.

their narcissism. In order to avoid the hurt to their narcissism many parents refuse to recognize that the child is defective intellectually and they try usually inadvertently to distort the history of the child's development. Thus they refuse to accept the reality of the child's intelligence and may even go so far as to try to convince the psychiatrist that the child is psychotic, instead of feeble minded. This impairment of parental affection further interferes with the development of the child's ego and with his acquisition of skills for which he may have capacity. He meets the real world, therefore with an ego weakened organically and weakened also by a defect in the ability to identify himself and a defect in the amount of love he receives. ✓

The fact that the incidence of mental deficiency is so prevalent in the area of Juvenile Delinquency then, is not due to deficiency per se, but rather it is due to the pressures placed on mentally deficient children at home, in the school and in the community. All these life institutions are oriented to the intelligence of individuals who fall within the mean of the normal range of intellectual functioning. Therefore the mentally deficient person is at a decided disadvantage in these settings.

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✓ English and Pearson, Op. Cit., p. 303.

The public school, it has been claimed, does a fairly good job with the pupil of average intelligence. However, it does a poor job with superior children and practically no job with the dull pupils. Thousands of boys each year leave school because they are offered little opportunity to learn anything which their limited mentality can grasp.

The school for many maladjusted and potentially delinquent children, seems to be just another frustrating and unhappy experience. The school sometimes intensifies feelings of frustration and inadequacy often generated in the family and play groups. As a result many pupils caught in these circumstances seek an outlet for frustrations and therefore make a poor adjustment to the school situation.<sup>1/</sup>

Figures 11 and 111 indicate in a general way, the degree of adjustment and the attitudes of the sample to the school situation. These are not intended to be scientifically accurate measures of adjustment and attitude because of the element of bias that influences personal decision. However it does seem to show a tendency.

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<sup>1/</sup> Cf. Vedder, op.cit., p. 83.

FIGURE 1

SCHOOL ADJUSTMENT OF 81  
DELINQUENTS

Positive . . . . .	11
Negative . . . . .	59
Indeterminate . . . . .	11
	<hr/>
Total . . . . .	81

FIGURE 11

BOY'S ATTITUDE TO SCHOOL

Positive . . . . .	3
Negative . . . . .	47
Indeterminate . . . . .	10
	<hr/>
Total . . . . .	60

It is interesting to note that in both figures the negative dominates. In these tables it can be seen that the delinquent's attitude to school is comparable to his actual adjustment.

Samual M. Brownell, former Commissioner for the United States Office of Education, has said that delinquency is related to public schools in three ways.

1. Schools may produce delinquency.
2. Schools may help prevent delinquency.
3. Schools may deal with delinquency through curriculum and activities.<sup>1/</sup>

The most startling of these statements is that the school may contribute to the development of delinquency. By this, Brownell means that the school may contribute to delinquency through offering frustrating experiences, by not maintaining interest, by not releasing tensions built up in other relationships and by not developing a feeling of satisfaction among youngsters that will keep them from or move them out of delinquent behavior.

As factors creating this school failure, Brownell cites poor preparation of teachers, lack of time for teachers with special knowledge in dealing with severe behavior problems.

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<sup>1/</sup>Samual Miller Brownell, Delinquency - An Important Problem in Education, (School life, January, 1954), p. 52 Cited by Bernice M. Moore, Crime and Delinquency, (Volume 7, July, 1961), p. 202.

Arthur C. Johnson has said that,

Much of the school data points to a multiplicity of unwholesome, unsatisfactory, unhappy and frustrating circumstances in which delinquents are enmeshed. Some schools appear to furnish experiences which are predisposing to aggressive behavior.

Moreover he adds -

The delinquent child may be an inescapable headache for the schools, but the schools may be an even greater headache for the delinquent child.

In concluding, it would seem important for the school, to explore a causal explanation for the child's behavior rather than to focus on the misdemeanor. It is with this exploration of facts that effective rehabilitation can be reached more easily, with a suitable plan based on the child's personality and capabilities.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Of the 163 juvenile delinquents studied in this thesis, 146 or 90% were attending school. In this thesis the background of these boys was analyzed and how the school affected their delinquent behavior was considered.

The study was based on the hypothesis that there are factors in a child's total environment which may lead to a damaged personality, the existence of which may lead to delinquent activity or behavior. Further it was hypothesized that the school was one of the factors, in that the child may have difficulty in school if he is not graded according to his intellectual capacity.

In considering the family background of the children it became evident that as a group they were victims of homes that were on occasions physically broken and more often unstable. The family unit was not only physically or emotionally broken in many cases, but frequently family cohesiveness was disrupted by substitute parental figures, especially the father, which made the child's adjustment to his home environment

most difficult. There was evidence that some families in the group had undergone years of social deterioration and disorganization. This was indicated by the fact that many families had numerous other problems besides the delinquency of the child in the group. In sixteen cases more than one child of a family was known to the Corrections Division of the Department of Welfare. Many of these families had been subject to chronic economic problems that were partly due to inadequate income, but which also could be attributed to poor management.

The occupation of the parents was brought out as being of importance in relation to the economic status of the family. The study indicated that the occupational backgrounds of the fathers of the delinquents included an excessive number of unskilled and semi-skilled workmen. This indicated occupational precariousness, insecure income, and low social status for many of the families.

As regards the affectional relations between the parents and the boys, on which so much of the development of personality and character depend, the delinquents were much more the victims of the indifference or actual hostility of their fathers and mothers and in turn less attached to their parents,



than is conducive to good normal, healthy development.

The rehabilitation of the juvenile delinquent was frequently complicated by the complete unwillingness of the parents to accept or utilize the services offered. Efforts to refer families to voluntary family counselling agencies or to the Child Guidance Clinic met with poor response. For the most part the families who were referred for continued service had so little motivation to avail themselves of the service that treatment of a voluntary nature generally terminated without success.

Concerning the school experience of the delinquents under study, many were unsuccessful in their attempts to adjust to this competitive setting. It seemed possible that this may have been due to their unsatisfactory home environment, lack of encouragement and support to continue their endeavors and in some cases to the child's limited intelligence. The child's adjustment was at times hampered by the teacher's lack of understanding of the individual child.

One of the most significant findings of the study was that the delinquents were definitely more retarded educationally than were non-delinquent. This finding is no doubt partially explainable

By the greater moving about that the delinquents did with their families; by their placement in foster homes following the disruption of the parental home; and by commitments to the Nova Scotia School for Boys. However such factors do not completely account for the excessive repetition of grades and marked backwardness in terms of achievement in relation to age and grade placement.

In many of the cases the delinquents expressed violent dislike for school, resentment of its restrictions and lack of interest in school work. The school attainment of the delinquents was far below established norms. Even many of those who would be expected to do well, in the light of their intelligence tests, did not do well academically. This would seem to indicate a degree of maladjustment to school.

As to their academic ambitions, a high proportion of the delinquents expressed a desire to stop school at once. In vocational ambitions likewise, many expressed childish notions about what they wanted to do in life, inclining to adventurous occupations and work requiring little training rather than to trades and intellectual pursuits.

In their interpersonal relationships with schoolmates the delinquents were very unfriendly and

pugnacious. The majority of the delinquents seriously or persistently misbehaved in school at one time or another, their misbehavior running the gamut of school offences.

It is a fundamental principal of social work that the problems of human beings should be met when they arise. It is quite clear that a major focus of treatment of the juvenile offender should be the home. The basic relationships found there profoundly affect the child's personality development.

As the child mirrors all the aspirations, yearnings and secret desires of his parents in health, so does he reflect the parental attitudes in disease. Therefore the delinquent child cannot be considered apart from the warped passions, conscience defects, unconscious hostilities and the past and current life experiences of his parents. These attitudes in turn become part of the child's total character.

Admitting society's need to protect itself from its undesirable elements by prisons, reform schools and the like, it would seem more to the point for society to look towards the prevention of delinquency and the later criminality. In many instances parents may lack the simple information that would help them direct their children toward later emotional

health and maturity.

If the child is brought up in a wholesome type of home environment it is likely that he will make a good school adjustment. However, the school also has much to do in this area if it is to mitigate the anxieties of many of the children who attend it.

Teachers must realize that disorderly behavior is likely to occur to some degree in their personal career and that they must avoid losing self-control and avert actions or words which render later adjustments difficult. Wholesome human relationships are important for pupil growth. The total climate of the classroom is very important in the prevention and control of maladjustment in children. Teachers must be objective; that is to be able to view behavior of children for what it is and not be confused or distracted by their own feelings. They must avoid resentment or self reference in regard to what a child may do in the classroom or elsewhere. If the teacher can distinguish between the child and the behavior, he has the key to the situation. Teachers need to understand the significance of the symptoms and problems which children in school may present.

The school can do much to prevent maladjustment and delinquency and to help build wholesome personalities

if it meets the basic needs of all children. Every child has the need for affection and a feeling of belonging, so teachers should be able to accept every child. Classroom procedures should help children who lack friends and school administrators should provide assistance to teachers and parents who need help in giving pupils a sense of emotional security.

Every child has a need for a sense of achievement and an opportunity for creative expression. Therefore the school must provide a learning situation where he can succeed and can express himself. Teachers must encourage pupils who feel defeated, classrooms should be operated so that all children do not need to learn the same things at the same rate or even the same things at the same age. School work should make it possible for each pupil to express his own individuality even though pupils vary widely in interests and abilities.

Every child likes to have some part in deciding what his activities are to be, make his own decisions and solve his own problems. They want to make choices and make their opinions count and they want to find answers. Teachers must give pupils a chance to do these things and administrators must be able to handle conflicts between student opinion and teacher's wishes

in a way that respects the pupil's as well as the teacher's individualities. Wise guidance in making choices is one of the best ways in which schools can help build good character.

Every child needs freedom from fear and from feelings of guilt. Fear at times has a protective function but excessive fear can produce maladjustment. Some children have been threatened and reproached so much and have been made to feel so guilty that they come to feel that they are, "bad". Teachers must be able to reject a child's behavior while making it clear that they are not rejecting the child himself.

Every child has a need for discipline. Schools must develop the child's sense of responsibility and capacity for self-discipline. Teachers must use methods which will transform imposed discipline into self-discipline and students should be provided with opportunities to learn from experience in student government.

Every child has physical and economic needs and many children suffer when these needs are not met. Many more problem children and delinquents come from the ranks of the underprivileged, from those who lack medical and dental care, from those who wear poor clothes, from those who cannot buy the things

that other children buy and from those who suffer from economic insecurity than from among those who come from better circumstances. Schools must discover such pupils, classroom procedures should avoid embarrassment of needy pupils and school administrators should make provision for their care.

Although the above recommendations are very general and perhaps idealistic, they are based on the needs that affect the social adjustment of many pupils. The following recommendations however, are more specific and perhaps somewhat more practical.

Schools must make every effort to select better trained school personnel from the school custodian through teachers to the top administrator, persons who are interested in and know how to work with children and youths.

Child study by teachers should be a continuing part of their in-service education toward effectively diagnosing behavior problems and making appropriate referrals.

The case conference should be more extensively used in the study and treatment of individual children with problems.

Flexible curriculum and teaching methods are especially necessary to maintain the interest of an

offer satisfaction to youths whose experiences and background are limited by deficiencies in the home and neighbourhood.

Policies of promotion, grading, discipline, and handling truancy need to be improved to prevent youngsters from developing intense feelings of defeat and inferiority with consequent hostility toward the schools.

Co-operation with the home should be continued and expanded through the use of school social workers, through welcoming parents to school for conferences and participation and through home and family life education programs for parents.

Finally, the school has the major responsibility of interpreting its role in delinquency prevention and control to both the board of education and the community, stressing its need of funds to enrich the total school program and to make possible special flexibility of curriculum and service.



**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 \_\_\_\_\_

I. ADMINISTRATIVE INFORMATION

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

Closed DFW 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. \_\_\_\_\_

II. 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.

III. 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

IV. FAMILY SCHOOL AND WORK HISTORY

<u>Member:</u>	<u>Age left</u>	<u>Last grade</u>	<u>Type of</u>	<u>Wage per</u>	<u>Date began</u>
	<u>school</u>	<u>completed</u>	<u>work</u>	<u>wk mo yr</u>	<u>this job</u>
	(a)	(b)	(c)	(d)	(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.

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. \_\_\_\_\_

VII. 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.

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. \_\_\_\_\_

X. DELINQUENT'S SCHOOL HISTORY1. Prior to Institutionalizations:

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 record 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, Incorrigible, 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, NSSE 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 XII, 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):

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