

THE MARITIME SCHOOL OF SOCIAL WORK

THE JUVENILE DELINQUENT UNDER THE AGE OF TWELVE

**A study of fifty-seven male juvenile delinquents
known to the Halifax District Office of the Department
of Public Welfare as of March 31, 1960.**

**A thesis submitted to the Maritime
School of Social Work in Partial
Fulfilment of the Requirements for
a Master's Degree in Social Work.**

by

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Halifax, Nova Scotia

June, 1961

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Master's Degree of Social Work
Maritime School of Social Work

ABSTRACT

A STUDY OF JUVENILE DELINQUENTS UNDER TWELVE YEARS OF AGE

by

Desmond Joseph McIvor

This thesis is one of sixteen based on a group study of one hundred and seventy-six delinquents known to the Halifax District Office of the Department of Public Welfare and the Nova Scotia School for Boys at Shelburne. In the group study, primary data were obtained from the case records of these juvenile delinquents. Secondary data were obtained from interviews with professional persons in the community and literature in the fields of social work, psychiatry and psychology was used as background material.

The subject of this thesis is delinquent boys who were under the age of twelve at the time of the opening of the case. The researcher made a detailed study of the family background, the emotional and mental status and the school experience of these fifty-seven boys. Many of the children studied were victims of broken and unstable homes resulting in emotional deprivation 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.

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

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CHAPTER I

INTRODUCTION

Children in the age group of six to twelve are first made known to the community by their entrance into the school curriculum. Various labels have been attached to this period - "school-age", the "gang age", the "latency period" all pointing to important characteristics of development.¹ It is during this period that the child turns his back on adults and spends as much time as possible in the society of his contemporaries. It is at this particular stage of development that the child begins his quest for an independent existence, and in doing so weighs heavily for support on the recognition and acceptance he may receive from his peer group. This social organization is firmly established in childhood tradition, involving games and chants that play a significant role in consolidating this small but important society.

As this age is significant for its strong affiliation with its peer group, and is continually being subjected to the influence of adult standards, it is at

¹Joseph Stone and Joseph Church, Childhood and Adolescence, (New York: Random House, Inc., 1957), p. 202.

this particular stage that the child may experience difficulty over the values encountered in his peer society and those of his parents. The communication, handling and degree of understanding that exist in the home play a significant role in the child's adjustment to, and appreciation of society. In the meeting of his needs, either by group relationship, the influence of the home, or other formative conditions, the personality of an individual is moulded. Although most of the school-age child's activities are simply the extravagant assertion of a new-found independence and group feeling, they sometimes proceed directly into delinquency.¹ With a large proportion of these individuals the misconduct is usually intimately related to other childhood difficulties in the emotional field.²

In a great percentage of these children the method of treating these childhood difficulties lies within the framework of recognizing and meeting the emotional, social and physical needs. This theory is substantiated by many who have carried on considerable research in the field of juvenile delinquency.

Many theories have been established over the years concerning methods of dealing with the problems of juvenile delinquency. Its causes and means of

¹Ibid.

²Mary Buell Sayles, The Problem Child at Home, (New York: The Commonwealth Fund Publishers, 1932), p. 3.

prevention have been studied from almost every approach that bears a reasonable relationship to the nature of the problem. With the study of human behaviour, the underlying individual motives and the effect of socio-economic forces upon behaviour, the attitude towards the juvenile offender has changed over the years. The emphasis is now placed on prevention, and the treatment of the individual in his entirety. This attitude was not always prevalent.

In 1816 when the population of London was under a million and half there were in London prisons about three thousand inmates under twenty years of age, half of those were under seventeen and some were nine or ten and one thousand of these children were convicted of felony.¹

According to Mr. Lionel Fox many of these one thousand children would without a doubt be hanged or transported.²

The system of dealing with the offender in those days was purely punitive and any effort made in the direction of rehabilitation was at a minimum. It is quite evident that much progress in dealing with the juvenile offender has been made in the past one hundred and fifty years. Much more is known today about the causes and treatment of the juvenile delinquent than even fifty years ago. However, current writers state

¹L. Peakes, The Juvenile Offender, (London: Christopher Johnson Publishers Ltd., 1953), p. 7.

²The English Prison and Borstal System, (London: Routledge and Kegan Paul Limited, 1952).

that there is a considerable lag between theory and what is actually practiced within the jurisdiction of professional people in the field of juvenile delinquency.

It was with these thoughts and considerations in mind that the second year students at the Maritime School of Social Work undertook a study of juvenile delinquency in the Halifax area.

The student researchers have undertaken this study of juvenile delinquency in the Halifax area in order to explore the nature and intensity of the problem as it exists, and the achievements of present delinquency services.

By and large, examination of existing researches in juvenile delinquency discloses a tendency to over-emphasize a particular explanation. Proponents of various theories of causation still too often insist that the truth is to be found only in their own special fields of study and that, ex-hypothesi, researches made by those working in other disciplines can contribute little to the understanding and management of the crime problem.¹

The purpose of the researchers in carrying out this project is not to neglect other promising studies made in the field of juvenile delinquency in the Halifax area.

The question of treatment, whether preventive or otherwise, has not only been of utmost concern to professional people, but also to the public in general.²

¹Sheldon and Eleanor Glueck, Delinquents in the Making, (New York: Harper and Brothers, 1952), pp. 2-3.

²The Chronicle-Herald (Halifax) February 20, 1961, p. 3.

In an attempt to give a child what he needs, every effort must be made to determine these needs and a way to fulfill them. When these needs are not met the impact of disastrous results is felt in the community.

The researchers as a group have taken the hypothesis that the plan for the care and treatment of the juvenile offender should be based on the psychosocial evaluation of the child rather than on the misdemeanor which is symptomatic of his problem.

The researchers hope that by carrying out this project they will in some way be contributing to better services for delinquent children in the Halifax area. The group also feels this exploratory study to be particularly suitable at this time as there appears to be some lack of clarity about the role and function of some treatment measures in dealing with the delinquent. This writer in particular hopes to demonstrate how social workers and social agencies can be more effective in their treatment of the male delinquent aged six to twelve.

The writer believes that his field work placement in a Children's Aid Society during his first year at the Maritime School of Social Work, and summer employment with the Department of Public Welfare have been most beneficial in understanding the problem and consequently in the writing of this thesis. The curriculum at the Maritime School of Social Work by

offering courses in human growth and behaviour assisted the writer in understanding the mental status of the child aged six to twelve, and the needs and personality deviations that exist.

The sample for the total study consists of one hundred and seventy-six male and female delinquents who have been found guilty as defined under the Juvenile Delinquent Act, and who have been known to the Halifax District Office of the Department of Public Welfare as of March 31, 1960.

The writer has selected for his particular focus in this study the treatment of the male delinquent between the ages of six and twelve years. The youngest child in the sample was found to be aged seven, however, the researcher refers to the age range six to twelve as current writers recognize this age range as a significant stage in development and adjustment. The sample for this thesis will involve fifty-seven male delinquents.

Juvenile Delinquent, for the purpose of this research, means any child who, while apparently or actually under the age of sixteen years, has violated any provision of the Criminal Code or of any Dominion or provincial statute.¹

¹Dominion of Canada Statutes, The Juvenile Delinquent Act. (Hull, Quebec: E. Cloutier, Queen's Printer, 1929), c.46, s.1.

The scope of this exploratory study will include the emotional and mental status and the psycho-social development of this school-age group of children, also the influence of the home and the group on the child. The writer will review the present services in the community, for the school-aged youth, such as foster homes, child caring institutions and correctional institutions.

For the purpose of this study a foster home will be defined as a substitute home recommended and supervised by the Department of Public Welfare, or another recognized social agency, for the purpose of providing a means of a healthy development for the needy child where this means is lacking in his own home.

The subject of this thesis will be discussed from a social work point of view, and the treatment will be evaluated in the light of current psychological and social work theories. The writer has decided to omit the socio-spiritual development of the individual as there were insufficient data pertaining to this matter.

There are some limitations in a study of this nature. First, the records from which the data were obtained were not written for research purposes and in several of them there was limited information pertaining to this subject. 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.

Primary data for this study were obtained from the case records of fifty-seven delinquents known to the Halifax District Office of the Department of Public Welfare and the Nova Scotia School for Boys at Shelburn. When a direct reference is made to a specific case in this thesis, the child will be presented under a disguised name. The boundary date for collecting the data for the total research project was September 30, 1960. A schedule prepared by the group of researchers was used as a guide in collecting the primary data.

Secondary data were of two kinds: first, information obtained from community leaders, school teachers, psychiatrists and other professional people in the community; secondly, bibliographical material which was obtained from the reading of various psychology and social work books and articles. Data from this source will be used as a theoretical basis in discussing the young offender.

In presenting his findings regarding the treatment of the male delinquent aged six to twelve the researcher will use both statistical and case analysis. Such attributes as age and race can be recorded easily statistically and will give a true picture of certain characteristics of this sample. In this study case

analysis will be used to demonstrate the delinquent's behaviour more effectively and the subsequent treatment in relation to his development.

This thesis will present a study of the home as it relates to the child's social development and to the determination of his values. This will be followed by a section on the mental and emotional status of the child, aged six and under twelve years. The school experience of the child and significant factors present upon placement in a correctional institution will be studied.

In concluding, the researcher will summarize his findings in regard to the needs and treatment of the delinquent child, aged six and under twelve years. Recommendations will be made as to how social workers and social agencies may be more effective in their planning for the care and treatment of the Juvenile Delinquent.

CHAPTER II

THE FAMILY AND THE DELINQUENT

The family may be defined as a group of persons united by the ties of marriage, blood, or adoption; constituting a single household; interacting and communicating with each other in their respective roles of husband and wife, mother and father, son and daughter, brother and sister; and creating and maintaining a common culture.¹

The family, of all environmental influences, is considered to be the most significant in moulding the child's personality and character. It is the child's first group experience and one on which he must totally depend for the satisfaction of his basic human needs.

The family's ability or lack of ability in meeting the emotional and social needs of the child depends to a great extent upon the unity and stability of the home. It is generally agreed that the stability of the home is perhaps the most important single factor from the point of view of wholesome family life. From his experiences within the family group arise a child's insecurities, his problems of accepting the authority of parents and others whom he may encounter in his

¹Ernest W. Burgess and Harvey J. Locke, The Family, (New York: American Book Company, 1946), p. 8.

social development.¹

In this chapter the researcher's concern will be with the family experience of the delinquent. The sample was analysed to determine how many children were living in their own home and how many in substitute homes at the time when they first became known to the Department of Public Welfare.

Table 1 indicates that of the fifty-seven delinquents recorded, thirty-eight were in their own home at the time of the opening of case. The four who were in foster homes were not necessarily wards of any private or Government Welfare Agency, as they may have been placed in a foster home for a temporary period only. However, it is assumed, that these children were under the supervision of a private or public welfare agency. Five of the children were in a correctional institution at the time of the opening of case. This particular group of children may have been placed on probation to the court and later committed to a correctional institution or directly committed following the court hearing. In either case they would not have been known to the Halifax District Office of the Department of Public Welfare prior to this date. The above agency was notified when discharge of the delinquent was being considered and subsequently a home investigation needed.

¹Glueck, op. cit., p. 59.

TABLE 1

DISTRIBUTION OF 57 MALE DELINQUENTS ACCORDING TO AGE AND PLACE OF RESIDENCE AT TIME OF OPENING OF CASE

| Age in Years | Own Home | Relatives | Foster Home | Child Caring Institution | Correctional Institution | Not Recorded | Total |
|--------------|----------|-----------|-------------|--------------------------|--------------------------|--------------|-------|
| Under 8 | 1 | | | | | | 1 |
| 8 under 9 | 3 | | 1 | | | 2 | 6 |
| 9 under 10 | 12 | | 1 | | 1 | | 14 |
| 10 under 11 | 13 | 1 | 2 | 3 | 2 | | 21 |
| 11 under 12 | 9 | | | | 2 | 4 | 15 |
| TOTAL | 38 | 1 | 4 | 3 | 5 | 6 | 57 |

In the sample of fifty-seven, twenty-one boys were under the age of ten years and thirty-six in the age range ten and under twelve years. The most concentrated age group was that of ten and under eleven years with a total number of twenty-one boys.

Many studies have brought out that the homes of delinquents are more frequently characterized by some structural change in the family, than the homes of non-delinquents.¹ The stability of the home may be broken or disrupted by death, desertion, divorce or separation. It is important to note at this point that the child has probably suffered untold emotional damage prior to the structural change, by witnessing the conflict and disorganization that was created by his parental figures.

Table 2 indicates the marital status of the parents of the children in the sample at the time of the opening of the case. The greatest number of parents, a total of 72.7%, were married. Nine parents were separated, and one father was deceased. One was recorded under the category of common-law. Of the forty married parents at the time of the opening of the case, two had been divorced and remarried, and there was one situation where the father separated from the family on several occasions. Six children were born out of wedlock in

¹Ibid.

TABLE 2

DISTRIBUTION OF 57 JUVENILE DELINQUENTS ACCORDING TO AGE AND MARITAL STATUS OF THEIR PARENTS AT TIME OF OPENING OF CASE

| Age in Years | Married | Separated | Deserted | Widowed | Common Law | Not Recorded | Total |
|--------------|---------|-----------|----------|---------|------------|--------------|-------|
| Under 8 | | 1 | | | | | 1 |
| 8 under 9 | 4 | 2 | | | | | 6 |
| 9 under 10 | 10 | 2 | | | | 2 | 14 |
| 10 under 11 | 14 | 3 | 1 | 1 | | 2 | 21 |
| 11 under 12 | 12 | 1 | | | 1 | 1 | 15 |
| TOTAL | 40 | 9 | 1 | 1 | 1 | 5 | 57 |

the total of forty. In the column under separation, out of the nine children, one was born out of wedlock. It would seem relevant at this point to explain the absence of a divorce column. In review of the sample it was found that desertion or separation were substitutes for divorce. Three out of nine separations were not considered legal, but were based on mutual agreement on the part of the parents.

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 complicated to be expressed satisfactorily in a statistical manner. However, there can be no doubt that the separation of the parents is for many children a real social handicap.¹

The following case taken from the sample may serve to demonstrate the change in family structure and the adverse effect upon the child's adjustment to this new situation:

Ross Lane was charged with theft at the age of eleven and committed to the Nova Scotia School for Boys at Shelburn. Ross was of illegitimate birth. His mother later married and took Ross into the family. The history stated that her husband

¹Ernest R. Greves, Social Problems of the Family, (London: J. B. Lippincott Company, 1927), p. 162.

deserted her and at the time of opening of case Mrs. Lane was living common-law with a man who had deserted his own wife. Prior to Ross' charge of theft he was a truant and continually running away from home.

The consequences of family desertion are said to be unfavourable conditions that work against the welfare of the family group. The poverty that may have preceded the desertion or resulted from it, inefficient housekeeping, intermittent schooling, or the unfavorable reputation of the family may make it impossible to estimate how much social harm comes to the children from the desertion directly and how much their career is warped by other detrimental influences.¹

The case of Ira Norwood is typical of those homes disrupted by separation.

Ira Norwood was charged with theft of a bicycle and later committed to the Nova Scotia School for Boys at the age of ten years. His parents were married in 1948 and the record stated that at the time of Ira's commitment they were separated. According to Ira's mother, his father was a heavy drinker and irresponsible in relation to his family. When Ira was eight years old his father deserted the family and he has not seen his father since. His mother supported him and his brother and sister by working during the day. She was said to be interested in the home but unable to discipline the boys or devote much time to them. Ira was evaluated by a psychologist as he was having academic difficulty in school.

In such a family, in spite of the remaining parent's efforts to compensate the loss suffered by the children, the family stability is at once stripped of

¹Ibid., p. 163.

its normal atmosphere, and continues to function as a broken instrument. With the father missing, the children are excessively under the influence of the mother and consequently lack the comradeship and insight of the father which is so important in this developmental period.

In the cases involving separation it was quite common to find the mother working outside the home, as a result of her absence a considerable part of the child's life, if supervised at all, is under the influence of someone other than the mother. Quite frequently the working mother will place the responsibility on older children for the care of those younger, and this in itself is said to constitute an abnormal relationship between siblings. The reaction of the younger children towards the discipline inflicted by the older brothers and sisters might be more antagonistic than if the restrictions were placed upon them by one parent. This particular situation may be the original source of hostility to authority which later may push the youth straight into some kind of delinquency.¹

Another factor that may be detrimental to the stability of the family and subsequently to the development of the child is the mobility of the family. Table 3 indicates the mobility of forty married parents before

¹Ibid., p. 165.

the opening of the case.

The moves shown in Table 3 ranged geographically within the same neighborhood to the extremities of the province of Nova Scotia. The largest group consists of nine families with two moves, and eight families with one move. One family made five moves before the opening of the case.

The stability of the family may also be affected by the existence of adverse economic conditions in the home. When such conditions exist, families are subjected to pressure and frustrations that may create tension and anxiety between husband and wife as well as between parents and children. In this case the parents are unable, not only to provide for adequate material necessities, but also fail in providing a sound and healthy atmosphere for the growth and development of their children.

It was difficult to obtain the economic status of the families because very few cases had the weekly or yearly income recorded. However, in the majority of cases the occupation of the father was recorded. In order to determine the average income for the various occupations the national income rates were obtained from the local labor council.¹ The average hourly rate

¹Gerald Hickey "The Family and the Delinquent" (unpublished Master's thesis, Maritime School of Social Work, 1961).

TABLE 3

**THE DISTRIBUTION OF 40 FAMILIES OF DELINQUENT
CHILDREN ACCORDING TO NUMBER OF MOVES
PRIOR TO OPENING OF CASE**

| Number of Moves | Number of Families |
|------------------------|---------------------------|
| 0 | 8 |
| 1 | 8 |
| 2 | 9 |
| 3 | 6 |
| 4 | 2 |
| 5 | 1 |
| Not Recorded | 6 |
| TOTAL | 40 |

for a skilled tradesman was \$1.73, semi-skilled tradesman \$1.30 and unskilled \$1.35.¹

Table 4 illustrates the occupations of the fathers in the forty families in which the parents were married. Occupations of three husbands were not recorded. From this table it would appear that twenty-four of the husbands (or approximately 60%) were making an adequate income. This category includes those who were executives, skilled tradesmen, semi-skilled tradesmen and those serving in the armed services. Two men were classified as executives as both were administrators in investment companies.

Of the four men that were in the Armed services, two were Chief Petty Officers in the Navy and two were sergeants. In the case involving one of the Chief Petty Officers, a second income by running a boarding house was also recorded.

Eight husbands were classified as skilled tradesmen. This included three electricians, one machinist, one engineer on a boat, and two husbands were recorded as foremen in their particular job, and one was involved in the manufacturing of some article that was not recorded.

In eight cases, the father was employed as a

¹Interview with J. K. Bell, Treasurer, Halifax-Dartmouth District Labor Council, March 22, 1961.

TABLE 4

DISTRIBUTION OF 40 CASES ACCORDING TO
THE OCCUPATION OF THE FATHER
AS OF OPENING OF CASE

| OCCUPATION | TOTAL |
|----------------|----------------|
| Executive | 2 |
| Armed Services | 4 |
| Skilled | 8 ¹ |
| Unskilled | 10 |
| Semi-skilled | 8 |
| Unemployed | 5 |
| Not Recorded | 3 |
| TOTAL | 40 |

¹This includes Bus, Truck and Taxi drivers,
also Checkers with the C.N.R. and other
companies.

semi-skilled tradesman. Six men were recorded as laborers, one a night-watchman, another was said to work with a travelling circus. One husband was recorded as being irresponsible and did not provide properly for his family. In this particular group, two mothers were working outside the home.

In general there is not evidence of economic insecurity on the part of most of these families, and it would appear that their income was adequate. However, for an accurate assessment of the stability of the home in regard to income, other factors besides rate of income would have to be considered. It is quite evident that the size of the family, the existence of financial debt, chronic alcoholism, poor management and the steadiness of the income would modify considerably the actual adequacy of the income and thus the stability of the family.

Five of the men in this group illustrated by Table 4 were unemployed. One man was receiving a small veteran's pension which comprised his total income. One husband was on old age assistance, and his wife was forced to work outside the home. Two of the men who were unemployed were receiving social assistance and one whose source of income was not recorded.

It is quite evident that the above families have experienced economic insecurity, and in some cases over a relatively long period of time. This insecurity

in itself has a great effect on the stability of the family.

Table 2 indicated that nine parents were separated, and in all nine cases the fathers were absent.¹ Of this group, four women were working to support the family. One mother was receiving social assistance and four were not recorded. One woman was a floor walker in a textile mill. Two women were waitresses in restaurants, and another woman was working in a canteen at a naval base.

The exact amount of income was not noted in any of these cases, but in three cases the income was a minimum for subsistence. The insecurity that resulted from an inadequate income, coupled with the mother's being away from home during the day imposed an adverse family atmosphere upon the children involved.

The history of many of the juvenile offenders within the sample group indicate an adverse parental influence. The unstable home usually results in a failure in meeting the emotional needs of the children involved.

Ned Wilson was eleven years old when he was charged before magistrates court on a property damage offence. Ned was born as a result of a common-law union while the legal husband of his mother was serving a term in the penitentiary. His mother later married Ned's natural father after obtaining a divorce from her husband. A

¹ENDEA., p. 14.

visit to the home by a social worker indicated that there was a difference of opinion between parents over handling the children. The summary of the psychologist's report stated that Ned needed acceptance, affection, recognition and a consistent type of discipline.

In the history of many of these young offenders it is evident that upon the separation or divorce of a family the child usually remains with the mother or in some cases is placed with relatives. The role that is normally played by the father either goes unperformed or is assumed by another person, usually in a common-law union. In this union, or in the case of a re-marriage, the child's adjustment to his new authoritarian figure, is most difficult.

It is not at all surprising that we find children who have lost their mothers or fathers and who have not been given satisfactory home life by the re-marriage of their remaining parent, so often drift towards some sort of delinquency.¹

It was found in reviewing the sample, that where there was a substitute parent as indicated above, the parent-child relationship was one characterized by rejection or lack of concern on the part of the new parent, while the mother tended to be overprotective. The development and growth of the child was thus unbalanced by these two prevailing factors. In the sample only two step-fathers and one common-law father were recorded. Rejection was evident in all three cases.

It is within the framework of the family that

¹Groves, op. cit., p. 164.

the child acquires his basic pattern of behaviour, which is indicative of his own sense of value and his consideration for others within his group. It has been supported by experts in the field of human behaviour that a person's organized ways of behaviour, are acquired through contacts with others who give him definitions of the way he is expected to behave, and that these habitual ways of behaviour are a reflection of the cultural situation in which he lives.¹

The following case history illustrates the effect of parental influence on the sense of values of these delinquents. This case and the one following were selected because they demonstrate not only the influence of the family, but the difficulty involved in rehabilitation due to the hardened attitude of the parents.

Myer Ramsey was ten years old when brought before the juvenile court and charged with vandalism. The record indicated that his family was referred to the Family Service Bureau. After one interview it was found that the couple's attitudes were so hardened and both so unwilling to change in any way and as a result the agency decided that they could not benefit from further services.

The power of the family to mould character comes from having intimate relationship with the child from a very early age, an age at which the influence of the family is predominant. It is the influence of

¹Burgess and Locke, op. cit., p. 213.

the family that gives the child his first social experience. The family continues this process of socialization for a relatively long duration, and as a result the motives of right and wrong, the first social patterns of behaviour, are embedded in the individual.¹

Dennis MacDonald, a nine year old delinquent was charged with break-entry before juvenile court. He was seen by the psychologist and described as aggressive and impulsive. He showed little conscience formation and little guilt. He was very slick, worldly wise and able to give plausible quick answers to explain his behaviour. Therapy would not help because of his attitude, also because of his mother's feelings. Both parents felt that he was influenced by an older boy and was not to blame for his actions.

As suggested in the cases involving Myer Ramsey and Dennis MacDonald, most patterns of behaviour are unconsciously instilled in the delinquent in his day-by-day communications with members of his own family. This pattern of behaviour is almost certain to be expressed in social encounters outside the home as is evident by the fact that they appear before the court. These children by observing, imitating and absorbing the attitudes of their parents into their own personality become delinquent.

In the treatment and rehabilitation of the delinquent it is important to consider the attitude of the parents towards the child and his delinquency

¹Greves, op. cit., p. 210.

and consequently their influence. From the researcher's sample of fifty-seven male delinquents, forty-eight cases were used in constructing Table 5 in presenting the attitude of parents or parental figures towards their delinquent children. Four sets of criteria were used in tabulating the data.¹

Table 5 reveals those groups of parents or parental figures displaying "positive" attitudes towards the delinquent child comprise 39.7% of this sample. Those showing "neutral" attitudes amounted to 21.6%. Parents who gave evidence of "negative" attitude towards their children were 22.8%, while 15.9% of the parents' attitudes were not recorded.

On examination of the criteria for those parents under the column "neutral" and "negative" it is evident that parents of both of these columns display attitudes which do not allow for healthy development of the child's personality. An example of such an attitude may be rejection or lack of concern.

These two groups total 44.2% of this sample. Of the thirty-three fathers recorded, 69.6% fall under the categories of "neutral" and "negative" and of the forty-one mothers recorded, 39.5% comprise these two categories. This high percentage of fathers becomes significant when one considers the predominantly parental

¹See Appendix C.

TABLE 5

ATTITUDE OF 88 PARENTS OR PARENTAL FIGURES TOWARDS
THEIR CHILD AT TIME OF OPENING OF CASE

| | POSITIVE | | NEUTRAL | | NEGATIVE | | NOT RECORDED | |
|-----------------------------------|----------|--------|---------|--------|----------|--------|--------------|--------|
| | Mother | Father | Mother | Father | Mother | Father | Mother | Father |
| Mother and Father living together | 15 | 9 | 7 | 10 | 6 | 10 | 6 | 5 |
| Mother living alone with child | 6 | | 1 | | 1 | | | |
| Father living alone with child | | | | | | | | |
| Child of a common law union | 2 | | | | 1 | 2 | | 1 |
| Child in foster home | 2 | 1 | | 1 | | | 1 | 1 |
| TOTAL | 25 | 10 | 8 | 11 | 8 | 12 | 7 | 7 |

influence on the child aged six and under twelve years, and the necessity for a child to know that he is loved and wanted.

It is only fair when studying family problems to recognize that they are caused by faults that more essentially belong to personalities than to the family as an institution; even if we had no family we should still contend with these common problems that are charged against bad family training, merely because children in their first contact with adults, whatever the form of the association, are liable to be moulded by the unfortunate impressions which come from human weakness as well as to receive the more favorable stimulations that come out of the attitudes of wholesome character.¹

The family is a social institution which has developed to satisfy human need. If this institution is to function properly for this purpose there must be affectionate association between the child and the parent.² In some of the cases in the sample this affection was absent and was clearly demonstrated in the attitude of the parents.

Stanley Elliott was charged with theft at the age of nine and placed on probation. His history indicated that he was a very unhappy boy, and also that he ran away from home quite frequently. At one particular time he was missing from his home for forty-eight hours and finally apprehended by the police. At the time of opening of case he was in grade two in school after repeating several times, and was continually involved in truancy, theft and running away from home. Mrs. Elliott was married for the second time, and Stanley was the son of her last marriage. Mrs. Elliott's mother was living in with the family. Stanley's

¹Groves, op. cit., p. 185.

²Ibid., p. 224.

father drank a great deal, and was drinking on several occasions when the social worker made a visit. While Stanley was on probation, the probation officer had to look for him throughout the city as he was continually running away. Mr. Elliott at times refused to look for the boy and the probation officer had to go alone. Mr. Elliott's interests were said to be at the snooker table and expressed little concern for the welfare of his family.

Another case similar to Stanley's is that of Douglas Kane. Unfortunately there was very little recorded regarding the family background.

Douglas Kane was charged with theft along with three other boys. He was ten years old at the time and that was his first offence. There was evidence of rejection in both the parents' attitudes. His father was unconcerned about Douglas' development and his mother's attitude can be expressed in her own words, "he should be taken away and put in a home".

The attitude of both the parents of Stanley Elliott and Douglas Kane range from that of lack of concern to outward rejection. In either case the atmosphere for healthy child development is either distorted or absent.

Another one of the basic factors that may determine a child's success or failure in his social adjustment is the disciplinary handling by the parents. A reflection of a wholesome or unwholesome parent-child relation is furnished by the disciplinary attitudes and practices of mothers and fathers.¹

The authority that is handed to parents is said

¹Glueck, op. cit., p. 65.

to be a responsibility rather than a privilege, and is to be used as a means of wholesome growth for the child and not as a method by which power-loving parents obtain their much desired social luxury of rule.¹

Table 6 indicates that in the homes where the mother and the father were living together, only one mother was severe in her handling, out of a total of fourteen that were recorded. Six mothers were moderate and seven were lax. Of the seventeen fathers that were recorded, nine were severe or over-strict, while two were moderate and six were lax. In review of this particular portion of the sample the most common findings recorded were that the fathers generally were severe and the mothers lax. The nine mothers that were living alone with their children were recorded as six being lax and three not recorded. Of the four mothers living common-law, one was moderate and two lax. Three fathers were recorded as severe in their handling. Out of a total of twenty fathers recorded, nine were severe. Of the twenty-three mothers recorded, fifteen were considered lax.

Discipline constitutes the means whereby the individual is helped to make the most of life and achieve the degree of maturity appropriate to age and level of

¹Greaves, op. cit., p. 209.

DISCIPLINARY HANDLING OF 53 PARENTS OR PARENTAL FIGURES TOWARDS THEIR CHILD AT THE TIME OF OPENING OF CASE

| | SEVERE | | MODERATE | | LAX | | NOT RECORDED | |
|-----------------------------------|----------|----------|----------|----------|-----------|----------|--------------|----------|
| | Mother | Father | Mother | Father | Mother | Father | Mother | Father |
| Mother and Father living together | 1 | 9 | 6 | 2 | 7 | 6 | | 3 |
| Mother living alone with child | | | | | 6 | | 3 | |
| Father living alone with child | | | | | | | | |
| Child of common law union | | | | | | | 1 | 1 |
| Child in foster home | | | 1 | 1 | 2 | 2 | 1 | 1 |
| TOTAL | 1 | 9 | 7 | 3 | 15 | 8 | 5 | 5 |

development.¹

The following case of Nicholas Todd represents the majority of parents under the heading of "severe" in Table 6.

Nicholas Todd was eight years old when he appeared in magistrates court for striking a seven year old boy. While on probation several visits were made to Nicholas' home, and it was found from Mrs. Todd that her husband frequently strapped the children, and never paid any attention to them unless it was to beat them. When initially informed of his son's charge Mr. Todd expressed no concern.

It is quite evident in the above case that an unhealthy relationship existed between father and son. When fear in any form is made the motive for forcing upon the child conduct which he accepts merely because of superior force, the strength of the child's personality is threatened.²

The application of consistent and just discipline is important in the social development of the child as he is able to grasp a clear concept of right and wrong and the resulting consequences of non-accepted behaviour. Such discipline did not exist in the following case.

Kenneth Maddell was ten years old when he appeared in juvenile court on a charge of theft from a large department store. The following is the summary of the psychiatrist's report. Kenneth was said to have a severe conduct disorder and many of his behaviour problems are precipitated by gross inconsistency in the handling at home. Kenneth

¹Una Bernard Sait, New Horizons for the Family, (New York: The MacMillan Company, 1938), p. 690.

²Groves, op. cit., p. 209.

often took stolen articles out among his playmates and admitted that he had stolen them.

As indicated above, the existence of inconsistency between parents in disciplining a child may have serious consequences in the development of the child's personality and sense of value.

Consistent and just discipline is important for the development of an integrated personality, and this development is impossible where opposing dispositions are being fostered by the parents; for example, harshness on the part of the father and weak indulgence on the part of the mother.¹ This type of discipline was typical of the inconsistency that was present in the sample.

Unfortunately very little is recorded regarding the method of discipline used by the parents within the sample group, but it is evident in those that were recorded under the category "severe" physical punishment seemed to be predominant.

In review of the sample it was indicated that the home environment was an extremely influential factor in moulding the personality of the delinquent. It was found that a high portion of the sample were victims of unstable families or psychologically broken homes.

This instability in the home was promoted by

¹Sait, op. cit., p. 237.

excessive mobility on the part of some families which made the child's frequent adjustment to school and society extremely difficult. Although the majority of families were considered economically adequate the poor management and other malfunctioning that existed in the home lowered this adequacy to the point where the unit was unstable in that the needs of the children involved were not being met.

This instability was also promoted by the fact that many children were the victims of the indifference or actual hostility of their parents. This attitude coupled with the adverse example set in the home was instrumental in determining the child's sense of values and moral judgement.

A considerable proportion of the mothers of the delinquents were lax while the fathers were generally more inclined to be over strict. The resulting factor was gross inconsistency in the home and a very disturbing atmosphere for healthy development.

CHAPTER III

THE EMOTIONAL AND MENTAL STATUS OF THE CHILD

The school age period is a time of vast development as it is during these years that the child becomes a member of society. This developmental stage is marked by the growth of self-assurance and a greater degree of inquisitiveness, which is displayed by the child's acute aggressiveness as he becomes more involved with his environment.

We must look to this particular period for the developmental beginnings of juvenile delinquency and adult crime. Now that aggressive war has become a crime the psychology of childhood anger takes on impressive import. All long range policies cultural and educational, directed towards the prevention of war must deal fundamentally with the emotional life of children before they reach the stage of adolescence, which brings forth new forces for good and evil.¹

A significant characteristic of the child's development in this stage is his imitation of adults, and as a result association with constructive adult figures is imperative to his social growth. As the detailed make-up of his personality depends upon the interpersonal relationships which he may experience in his daily contacts, his growth is extremely dependent

¹Arnold Gesell and Frances L. Illg, The Child from Five to Ten, (New York: Harper & Bros., 1946), p. 283.

on the kinds of contact and depth of contact which the child can make with other people.¹

In evaluating this particular age group one must realize that children may differ in their mental capacities as they differ in physical development. Some are more fortunately endowed with greater mental capabilities; as a result the rate of development and maturity differs among individuals. Each child is enclosed by his own personal limitations and certain potentials for growth and development. In the treatment of the child these individual limitations and differences must be given due weight as they represent not only differences, but in some cases unmet needs. It has been said by many who have given serious consideration to the needs of developing children, that each individual behaves in ways which bring him some form of satisfaction of his basic needs. If the circumstances of an individual's life do not offer opportunity for normal kinds of satisfying behaviour, then he may seek satisfaction in substitutes of various kinds. Often the substitution is devious, and ordinarily it is not consciously recognized by the individual himself for what it is.²

¹Ibid.

²Norman Fenton, Mental Hygiene in School Practice, (London: Stanford University Press, 1943), p. 187.

In this chapter the researcher's concern will be with an analysis of the sample in order to demonstrate the psychological make-up and development of this particular age group. Table 7 indicates the age distribution of the sample children.

TABLE 7

DISTRIBUTION OF SAMPLE ACCORDING TO AGE
AT TIME OF OPENING OF CASE

| Age in Years | Total |
|---------------|-----------|
| Under 8 | 1 |
| 8 & under 9 | 6 |
| 9 & under 10 | 14 |
| 10 & under 11 | 21 |
| 11 & under 12 | 15 |
| TOTAL | <u>57</u> |

Table 7 indicates that twenty-one children were under ten years of age at the time of the opening of case. The most concentrated group is within the age range ten and under eleven years with a total of twenty-one.

In review of the sample it would be relevant at this point to present a distribution of the sample according to age at the time of the first offence and according to the type of offence.

Table 8 indicates that out of the fifty-seven male delinquents there were seven boys who made their first court appearance before the age of nine and fourteen boys under the age of ten, thus making a total of twenty-one out of a total of fifty-seven who were first charged in court while under the age of ten. As is evident in Table 8, the age range of ten and under eleven years is the most concentrated with a total of twenty-one.

In regard to the type of offences committed the largest number of children, twenty-three, were charged with theft, eleven with vandalism and five with truancy. In review of the offences committed it can be seen they are common for this stage of development as a great deal of hostility is expressed towards the adult world by these acts. Although they may represent delinquent acts, it does not follow that pathology exists in every case. However, in some children various disturbances do exist which do not necessarily represent an abnormality but probably an unmet need. This is borne out by Table 10.¹

The school child is said to have reached a point in his development where he is aware of his human aloneness in a vast, powerful and largely unpredictable

¹Infra., p. 48.

TABLE 8

DISTRIBUTION OF 57 MALE JUVENILE DELINQUENTS ACCORDING TO
AGE AT TIME OF FIRST OFFENCE AND TYPE OF OFFENCE

| Age in Years | Break & Enter | Theft | Break, Enter Theft | Truancy | Assault | Vandalism | Not Recorded | Total |
|--------------|------------------|-------|-----------------------|---------|---------|-----------|--------------|-------|
| Under 8 | | | | | | | 1 | 1 |
| 8 under 9 | | 2 | 1 | | | 3 | | 6 |
| 9 under 10 | 2 | 6 | 2 | 2 | | 2 | | 14 |
| 10 under 11 | 2 | 8 | 6 | 1 | | 3 | 1 | 21 |
| 11 under 12 | 1 | 7 | 2 | 2 | | 3 | | 15 |
| TOTAL | 5 | 23 | 11 | 5 | | 11 | 2 | 57 |

world.¹ The construction of his childhood culture assists him in dealing with this awareness, in that it is geared to his own level of ability. In meeting the stress that he experiences the child may place great emphasis on the absolutism of his peer group authority rather than parental authority. The child, as a result, places importance on the social organization outside the home for the fulfillment of some of his basic needs. When a child is unable to function satisfactorily in this organization he may express himself in a behaviour that is sometimes termed 'delinquent'. This behaviour in turn makes the formation of relationships and the child's adjustment to society extremely difficult tasks. The following cases are illustrative of this type of situation.

Colin Redmond was eleven years old when he first became known to the Halifax District Office of the Department of Welfare. Prior to this he had been in continual contact with the police for general mischief. At school Colin fought during recess with his schoolmates and his relationship with the teachers was considered poor. When the social worker made a visit to Colin's home, it was found that his father had beaten him severely on numerous occasions, but not for the sake of discipline. The psychiatrist's report showed that Colin had expressed aggressive feelings towards his father, and that this unhealthy relationship with his father was projected upon most male authorities.

In the second case once again the child's lack of identification or relationship with a proper parental

¹Church and Stone, op. cit., p.213.

figure was the significant factor in his inability to form satisfactory social relationships.

Aubrey Hamm was a nine year old boy who was charged with breaking into his teacher's home and stealing 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 boys younger than himself. The personal history indicated that Aubrey was born out of wedlock and when he was one year old his mother married. His mother was forty-one at the time and his step-father was eighty-one. His mother was very permissive with him and his step-father ignored Aubrey for the most part.

The outward acts of Colin Redmond and Aubrey Hamm may represent their reaction in dealing with their particular stress situation. It is quite evident that the feelings of insecurity existed in both these cases.

It is generally agreed that the fundamental need in the life of a developing child is to have the security of knowing and feeling that his parents love him. One author explained this need by saying that genuine parental affection in wholesome moderation may be regarded as necessary for adequate personality development.¹ The same author compared it to be as the equivalent, in relation to mental development, of vitamins for physical development and that the security which comes to the child from satisfying relationships with his parents is basic to general welfare.²

¹Fenton, op. cit., p. 187.

²Ibid.

Table 9 illustrates the type of relationship that existed between forty-eight parents or parental figures and their children. Unfortunately nothing was recorded regarding the relationship of the remaining parents or parental figures and their children. Of the eighteen mothers for whom this information was recorded, a good relationship was evident in ten cases, while in only four cases was it considered poor. Of the twenty-one fathers recorded, a poor relationship existed in twelve cases. In one case where the relationship between both parents and the child was considered poor, the child was evaluated as a conduct disorder. The same classification was made of a boy who displayed an extreme hatred for his father. In another case where the relationship with the father was poor it was recorded that the child found a father substitute in a male teacher which compensated for the negative relationship between father and son. In one case where the relationship was poor with the mother, the child was evaluated as having no guilt feeling regarding his thefts. In another case where both parents had a poor relationship with their son it was found that the family also was subject to extremely adverse economic conditions. In another case where the relationship was found to be good on the part of both parents, the child was said to be a leader in his peer group.

TABLE 9

THE RELATIONSHIP OF 48 PARENTS AND PARENTAL FIGURES WITH THEIR CHILD AT THE TIME OF OPENING OF CASE

| | GOOD | | | FAIR | | | POOR | | | NOT RECORDED | | | | | |
|-----------------------------------|-----------|----------|-----------|----------|--------|----------|----------|-----------|-----------|--------------|----------|----------|----------|----------|----------|
| | Mother | Father | Total | Mother | Father | Total | Mother | Father | Total | Mother | Father | Total | | | |
| | | | | | | | | | | | | | | | |
| Mother and Father living together | 7 | 6 | 13 | | | | 3 | 11 | 14 | | | | 8 | 1 | 9 |
| Mother living alone with child | 1 | | 1 | 2 | | 2 | 1 | | 1 | | | | | | |
| Child of a common law union | | | | | | | | | | | | | 1 | | 1 |
| Child in foster home | 2 | 3 | 5 | 1 | | 1 | | | | | | | | | |
| TOTAL | 10 | 9 | 19 | 4 | | 4 | 4 | 12 | 16 | 12 | 8 | 1 | 8 | 1 | 9 |

Where the child was living alone with his mother, one record stated that the relationship had many conflicting elements and the child was evaluated as a behaviour problem.

In the case of the one child recorded as coming from a common law union the relationship with his parents was extremely poor. The child was evaluated as a behaviour problem and his history indicated that he continually ran away from home.

The development and growth of the child aged six to twelve is almost totally dependent on the relationship between himself and his parents. This constructive and sound relationship was either absent or distorted by one parent having a good relationship and the other having a poor one.

The following case illustrates how one child suffered from the lack of affection that is so necessary for development.

Lloyd Angus was nine years old when he appeared before the magistrate on a break-enter-theft charge. As a result of the hearing he was placed on a six month probation period to the Halifax District Office of the Department of Public Welfare. The family history indicated that his mother had an intelligence quotient of 65 and had spent one year at the Nova Scotia Training School. Her history at the school stated that she was very difficult, profane, violent and was constantly being locked up in the correctional room. She later spent one year in the Nova Scotia Hospital. This occurred before her marriage and Lloyd's birth. Lloyd was assessed by a psychologist and found to be of average intelligence. He was also found to be emotionally disturbed and it was felt that therapy

would be beneficial, and a referral was made to the Child Guidance Clinic. The Clinic could find no disturbance factor within Lloyd's make-up and it was felt that it was unnecessary for Lloyd to return for treatment. The discipline in the home was very lax and the handling of the child was considered extremely inconsistent. His mother was said to be interested in Lloyd, but due to her limited intelligence she was unable to cope with the boy. The father was recorded as being disinterested in the boy. Lloyd was placed on probation in January, was committed to the Nova Scotia School for Boys in April of the same year.

It is evident in the above case that Lloyd's reactions to his particular frustration prior to the court charge were not by fighting back but by pitiful attempts to be approved and noticed. The attitude of the parents towards the child was very indifferent and to Lloyd any form of mistreatment was better than being ignored.

Table 5 indicated that eight mothers and twelve fathers displayed a "negative" attitude towards the child involved.¹ Of these eight mothers, four cases showed evidence of complete rejection, and of the twelve fathers recorded, rejection was evident in eight instances.

Children react to stress in various ways. Some feel so overpowered by their particular frustration that they cope with the problem by withdrawing into a dream world and receive great satisfaction from their sphere of fantasy. The following case was significant

¹Supra., p. 28.

in regard to this situation.

Roger Nolan was an eleven year old boy who came from a large family. He was charged with break and enter with intent. During the interviews with the psychologist, Roger recited stories centered around conflict with authority. He evidently felt that there was not enough affection within the family for everyone. He solved this conflict by imagining himself to be someone else's son. His imaginary family consisted of a kind, thoughtful father and an appreciative, affectionate mother and one sister. In this fantasied family everyone got enough attention and affection. Competition with brothers and sisters was apparently a major problem for Roger.

As indicated in the above examples the anti-social behaviour expressed by the delinquent was symptomatic of some inner emotional conflict or deep frustration that originated in early unmet needs or the unsatisfactory meeting of some basic need. It would seem relevant at this point to tabulate the results of the assessment of those children who were evaluated by a psychiatrist as indicated in Table 10.

The record stated that the parents of one of the children expressed little or no guilt, were unable to establish any standards within the home, and showed little interest in receiving assistance from the staff at the Child Guidance Clinic. Another child with the same classification was predicted by the psychiatrist to repeat his delinquent behaviour, as he was not considered a therapeutic possibility due to the lack of co-operation expressed by the parents.

It has been said that each delinquent follows

TABLE 10

DIAGNOSIS OF 11 DELINQUENT CHILDREN WHO
WERE EVALUATED BY A PSYCHIATRIST

| CLASSIFICATION | TOTAL |
|-------------------|-------|
| Normal | 2 |
| Conduct Disorder | 4 |
| Behaviour Problem | 1 |
| Others | 4 |
| TOTAL | 11 |

'One was recorded as being extremely impulsive and demanding. One was said to be aggressive and disorganized. Two were classified as having little or no guilt feelings regarding their offences.

his own read, but the motivation is similar in all cases and that is the search (conscious or unconscious) for substitute satisfaction of unmet needs.¹

An important factor that may retard or completely distort the child's ability to associate or adjust to new experiences could be his own personal limitations. Table 11 demonstrates the intelligence quotient of the sample and their status as of March 31, 1960.

Before entering an analysis of the table it would be relevant at this point to present the respective classifications of the various intelligence ranges.²

| IQ RANGE | CLASSIFICATION |
|-----------|---------------------|
| 50 - 69 | Moderately retarded |
| 70 - 79 | Mildly retarded |
| 80 - 89 | Low average |
| 90 - 99 | Average |
| 100 - 120 | High Average |

In Table 11 only one child was recorded as having an intelligence quotient below 69. There were eleven children between 70 - 79, making this the largest group. This particular group is considered mildly retarded, and their intelligence quotient is too high

¹Ernest R. Groves and Phyllis Blanchard, Introduction to Mental Hygiene, (New York: Henry Holt and Company, 1950), p. 199.

²Floyd L. Ruch, Psychology and Life, (Chicago: Scott, Foresman & Co., 1958), pp. 70-73.

TABLE 11

DISTRIBUTION OF 57 MALE DELINQUENTS ACCORDING TO INTELLIGENCE QUOTIENT AND STATUS AS OF MARCH 31, 1960

| INTELLIGENCE QUOTIENT | PROBATION | INSTITUTION | AFTER-CARE | TOTAL |
|-----------------------|-----------|-------------|------------|-------|
| Under 69 | 1 | | | 1 |
| 70 - 79 | 1 | 7 | 3 | 11 |
| 80 - 89 | | 5 | 2 | 7 |
| 90 - 99 | 1 | 8 | | 9 |
| 100 - 109 | 1 | 4 | | 5 |
| 110 - 119 | 1 | 2 | | 3 |
| 120 & over | | 1 | | 1 |
| Not Recorded | 18 | 1 | 1 | 20 |
| TOTAL | 23 | 28 | 6 | 57 |

to qualify for admission to the Nova Scotia Training School for mentally defective children. This aspect will be covered in more detail in Chapter IV. There were seven children between 80 - 89, a low average group who could benefit from special training. The nine who were classified as average and the three whose intelligence quotient was high average should fit into the intellectual demands of a regular school program.

Of the twenty-three children on probation as of March 31, 1960, only five had an intelligence assessment, leaving eighteen who were not recorded, as contrasted to those in institutions where only one of the twenty-eight children was not recorded. This contrast may be explained by indicating that the majority of these delinquents did not have an evaluation of intelligence until they were placed in a correctional institution, where a psychologist was a member of the staff or made periodic visits. In most cases this evaluation is not performed while the delinquent is on probation, because the present community resources are unable to accomplish this.

When a child is slightly retarded in intelligence one can expect that there will be retardation in the development of his ability to make the necessary everyday complicated adjustments. The child's retardation and limitations should be acknowledged so that a greater understanding of his behaviour can be obtained

and the appropriate treatment applied. The following case illustrates an absence of this understanding.

Wilfred Cooke was eleven years old when charged before Juvenile Court on a theft offence. His parents were separated at time of opening of case. Wilfred was living with his mother and three sisters in a small apartment. His mother was recorded as being concerned but unable to meet the problems that arose. Upon evaluation by a psychologist it was found that Wilfred had an intelligence quotient of 70. This was considered a measure of functioning level rather than capacity, as there was considerable emotional maladjustment involved. His aggressive, negative behaviour was said to have probably originated out of the home situation. A foster home with well defined limits was recommended, that would give Wilfred a feeling of security and acceptance which would make his defensive behaviour unnecessary.

In the case of Wilfred Cooke it was quite evident that the understanding which was so necessary for his development was absent. When this understanding is absent the child becomes frustrated at being unable to meet the requirements that are normal for a boy his age.

The following case also illustrates the lack of understanding of the mental status of the child.

Donald Fader was ten years old when he appeared in Juvenile Court on a theft charge. Donald was said to have taken stolen articles to the school to show his teacher, and at the same time admitting they were stolen. Psychiatric evaluation revealed that Donald had a severe conduct disorder and many of his behaviour difficulties were precipitated by gross inconsistency in the handling at home. In addition it was found that Donald had an intelligence quotient of 65. He was also said to have a violent temper, and neither parent had any control over him during these temper tantrums. Both parents had requested that Donald be placed at the Nova Scotia Training School, as he had become too great a problem at home. His school report also stated that he was a behaviour problem in school. While on probation Donald's name was placed on the waiting

list at the Nova Scotia Training School, but during this period he violated probation and as a result was admitted to the Nova Scotia School for Boys.

The researcher would like to explain at this point that the appearance of mental deficiency in the above cases is by no means the full origin of delinquency, nor is there a close association between mental retardation and delinquency.¹ In a great percentage of these cases it was lack of understanding and handling on the part of the parent or parents which created the major difficulty. The problem remains that it is the duty of social workers to see that the best possible use of community resources is made in the treatment of the mentally retarded delinquent. It is generally agreed that if the mentally retarded receive proper education and vocational guidance, and if they are not subjected to improper environmental influences, there is no reason to expect that they will lead delinquent careers.²

In the cases cited, from the writers particular research sample, it is evident that the problems in development, resulting in the child's lack of ability to relate and adjust was usually the result of some unmet or unsatisfactorily met need in the individual's life. Difficulties related to the emotional and mental status of the delinquent constitute essentially a

¹Groves and Blanchard, op. cit., p. 65.

²Ibid., p. 64.

problem of efficient parenthood. Parents who understand the emotional and mental needs of their children are in a position to guarantee their young a well-rounded development.¹

In most cases within the sample the causative factors which underlay the symptomatic delinquent behaviour were not revealed until the boy had been charged with an offence and then referred to a psychiatrist for evaluation. It is significant that of the fifty-seven delinquent boys under the age of twelve, only nine were evaluated psychiatrically.

In review it can be seen that delinquent behaviour, social maladjustment, and the inability of the individual to maintain constructive relationships are no less intimately related to the psychological influence of his environment than to the personal limitations of the individual. In many cases a combination of both are present.

¹Ibid., p. 127.

CHAPTER IV

THE SCHOOL AND THE DELINQUENT

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.¹

The school is one of the most important formal institutions, other than the family, that provides for the growth and development of children. Its importance is established by virtue of the fact that it not only transmits skills and knowledge, but presents the child with his first experience in social adjustment outside of the home. The child is assisted in this social adjustment or participation by the structure of the school itself, in that the school provides an atmosphere and an environment where this adjustment can be learned. In short the school is said to furnish the growing child with knowledge, skill, and socialization patterns which not only support him in his day to day activities but with a view to future participation in adult life.²

Because all the juvenile delinquents were of

¹Kimball Young, Personality and Problems of Adjustment, (New York: F.B. Crofts & Co., 1941), p. 430.

²Howard W. Odum, American Social Problems, (New York: Henry Holt & Co., 1939), p. 341.

school age at the time of the opening of the case, the researcher's concern in this chapter will be with the school experience of the sample group and to the extent that the child's adjustment to school was a factor in assisting or retarding his social development.

In an attempt to evaluate the child's progress and adjustment in this competitive setting it would be appropriate at this point to note the academic standing of the sample at the time of opening of case.

Table 12 shows the distribution of fifty-seven delinquents according to age and grade attained at time of the opening of the case. In this table it is important to note that variation exists in the time that each boy was first known to the Halifax Regional Office of the Department of Public Welfare. For example a delinquent may be fourteen years of age as of March 31, 1960, but at the time of opening of case he may have been nine years of age. On the other hand, another boy may have been nine years of age at the time of opening of the case which could have occurred in April or March of 1960. The relation between 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 factors are usually unhappiness and discontentment, which may be expressed in the form of delinquent behaviour.

TABLE 12

DISTRIBUTION OF 57 MALE JUVENILE DELINQUENTS ACCORDING TO AGE AND GRADE ATTAINED AT TIME OF OPENING OF CASE

| Age in Years | I | II | III | IV | V | VI | VII | Auxiliary | Not Recorded | Total |
|--------------|---|----|-----|----|----|----|-----|-----------|--------------|-------|
| Under 8 | | | | | | | | | 1 | 1 |
| 8 under 9 | 1 | 3 | 2 | | | | | | | 6 |
| 9 under 10 | 1 | 4 | | 4 | 2 | | | | 3 | 14 |
| 10 under 11 | | 3 | 4 | 3 | 4 | | | 1 | 7 | 22 |
| 11 under 12 | | | | 4 | 4 | 2 | 2 | | 2 | 14 |
| TOTAL | 2 | 10 | 6 | 11 | 10 | 2 | 2 | 1 | 13 | 57 |

From Table 12 it is evident that the children experiencing the most difficulty were those in the age group ten and under eleven years of age. Of the fifteen children having grades recorded in this group, one was in an auxiliary class and seven according to their chronological age had not achieved what a child should accomplish at this particular age. Another noteworthy feature in this table is that out of a total sample of fifty-seven there were thirteen boys who did not have their grades recorded. This is significant when one considers the importance of knowing the child's capabilities and a history of his failures in order to plan properly towards rehabilitation.

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 a combination of both. Whatever the causative reasons the child usually experiences a certain amount of dissatisfaction that 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 his adjustment will probably be poor, if his school experience proves to be unsuccessful and one in which he is experiencing a great deal of unhappiness. The Case of Aubrey Hamm has been cited in Chapter III¹ to

¹Supra., p. 42.

demonstrate family background.

Aubrey expressed his dislike for school and informed the social worker that he had no desire to return in the fall. Aubrey was nine years old in grade one and was making little or no progress in school. He was referred to the psychologist for assessment. His delinquent behaviour was centered around his extreme aggressiveness with his peer group. Aubrey was found to have an intelligence quotient of 74 and subject to inconsistent discipline at home. His family history indicated that he was born out of wedlock and that his mother was working outside the province. Both he and his mother returned to Nova Scotia where she was employed as a housekeeper. She later married her employer who was over eighty. Aubrey's step-father was said to have completely ignored him and did little in the line of discipline.

This case shows the possible effect of inconsistent discipline and mental deficiency in school progress and social adjustment. This case also shows a lack of understanding on the part of parents regarding Aubrey's needs, and the lack of proper training on the part of the school which is evident by the fact that he was nine years old and only 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 in making his behaviour delinquent.

The following case is another example where the school adjustment of the child proved to be an unhappy experience.

Norman Canter was eleven years old at the time of opening of the case. He had repeated grades two and three and was considered by the staff to be a problem in class. When seen by a social worker Norman expressed his dislike for school, and also expressed the difficulty he found in being in competition with his brothers in school. Norman was found to have an intelligence quotient of 86 and his behaviour in class was contributed to by the fact that he had learned few controls at home due to inconsistent parental standards and his low intelligence. His parents felt that this was a stage that every child goes through and that it was just a matter of time before Norman adjusted to society. His mother was often away from home because of work. If she was unable to be home for dinner she would prepare the meal the night before. Both parents blamed Norman's delinquent behaviour on outside influences. Norman was later assessed as having a great deal of aggression and completely unable to handle any emotional or environmental stress with the result that his behaviour is frequently disorganized.

In the above case the child's school experience was most unsuccessful and was greatly promoted by the lack of understanding expressed by his parents, and his own feelings of failure of not being able to compete with his brothers.

A factor that may determine a child's attitude towards school and consequently his success or failure is the attitude expressed by his parents.

The case of Owen Dorey may be cited to illustrate the influence of parental attitude on the child of normal intelligence, especially around his progress and attitude towards learning.

Owen's adjustment to school was very unsatisfactory. The staff at the school found him very irresponsible with an attitude of insolence. He was considered lazy and had to be prodded constantly

The opinion of the school staff was that he had the ability, but lacked motivation and ambition. He was considered no real disciplinary problem, but always seemed to be mixed up in some type of mischief. For example, he would sing and whistle in class and enjoy the attention. His main asset was his ability to read, and in this attained a level far above that of the majority of his class. Upon evaluation by a psychologist Owen was found to have an intelligence quotient of 102, with a very poor attitude towards authority. The results also indicated a lack of control in the home. The interview with Owen's father at the Child Guidance Clinic revealed that he lacked responsibility in the upbringing of Owen. He was said to be a heavy drinker who beat his children quite often, and on many occasions he made Owen work long hours in the store that he owned. His father was found to be very hostile towards court and society in general. Little motivation for treatment was shown by both parents. Because of the family's lack of motivation for treatment and because of the father's anti-social attitude, the staff at the Child Guidance Clinic felt they had little to offer in helping Owen in his social development and adjustment.

Owen's parents, especially his father, had a directly adverse influence on his adjustment to society. It was later recommended that Owen be sent to the Nova Scotia School for boys, where he would be subject to more controlled environment and that some attempt be made to improve his attitude towards society by a close, constructive relationship with an adult. Owen's parents, because of their attitude, were unable to make use of the resources available in helping Owen and as a result he had to be placed in a setting which was more conducive to the development of socially acceptable behaviour.

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 a lack of interest or a general resentment of routine and restrictions.

Ross Lane was an example of a truant. His academic standings were not recorded. At age eleven he 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, always had an excuse regarding his truancy, and as a result she gave little co-operation when asked to help in the treatment plans. His mother was very over-protective and his step-father showed an indifferent attitude. Ross' history shows that he was born out of wedlock and at the time of opening of 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 more absorbing activities. These activities are usually directed towards a less controlled environment such as hanging around street corners, vacant lots and poolrooms.¹ The case of Reginald Doyle is an example of another truant.

At the age of eight years Reginald was charged

¹Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency, (New York: Commonwealth Fund, 1950), pp. 140-278.

with truancy, and placed on probation. In the same year he was convicted of violation of probation and committed to St. Patrick's Home for Boys. At home Reginald was subject to very little discipline as his father was dead and his mother had to work outside the home in order to support the family.

In the researcher's sample of fifty-seven delinquents under the age of twelve, truancy was the first legal offence in five cases. A total of twenty, however, had played truant at one time or another during their time at school.

In most cases truancy is a symbol of some unsatisfactory experience or emotional conflict that the child finds difficult to solve. Only when truancy is seen in this perspective can effective treatment plans be constructed. The cases of Reginald Doyle and Owen Dorey are significant as it is evident that these two boys were not prepared to accept the routine rules and regulations that represent the school.

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 achievements, it would be extremely difficult for a child to escape feelings of failure if he was unable to keep par with his 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 behaviour.¹

¹Clyde B. Vedder, The Juvenile Offender, (New York: Doubleday & Co., Inc., 1954), p. 83.

This was the case of Colin Redmond who was in grade two at time of opening of the case. Colin had repeated both grades one and two, and at opening of the case he was ten years old. He was a truancy problem, found guilty of the charge and placed on probation. While on probation he was evaluated at the Child Guidance Clinic and he was found to have an intelligence quotient of 76 which was considered the dull normal range. Along with his low intelligence, his home conditions were very poor and evidence of a lack of understanding on the part of the parents was found.

Careful studies carried out by experts in the field of mental deficiency have proven that people who are mentally retarded, receiving proper education and vocational guidance, and if they are not subjected to improper environment influences, there is no reason to expect that they will lead delinquent careers.¹ A good number of the delinquents in the sample as indicated in Table 3 have an intelligence quotient of less than 80.² Many were subject to a great deal of stress from the instability of their family unit, and as a result they were not properly understood by their parents. Of the twenty-three children under twelve years of age on probation as of March 31, 1960 only six were assessed as to their intelligence quotient. Of those that were evaluated in the group the findings were as follows; 112, 74, 96, 65 and one child was recorded as average. However, of the remaining eighteen children, half of whom were having trouble in school, there was nothing

¹Groves, op. cit., p. 64.

²Supra., p. 19.

recorded regarding their personal capabilities.

In the Halifax schools there exists a program that is headed by the Director of Special Services, whose chief concern is with problems centered around chronic non-attendance. The referral is made to special services by the school or particular teachers involved. Every child is group tested in Grades II, IV, VIII and IX. In these grades individual Stanford-Binet tests are administered to those who have scored 120 and above, and those that are suspected of being retarded, that is below 80.¹ In the interview with the Director of Special Services, awareness was expressed by the Director of the emotional factors that may influence a child's progress or adjustment in school, and the inadequate disciplinary methods that exist in some of the delinquents' homes.

One of the school principals interviewed felt that the curriculum in his school was not geared for a number of children and their interests.² He went on to say that much emphasis was placed on the cultural aspect in teaching, whereas the children of such a locality would be more interested in mechanics, home economics or the every day type of training that is

¹Miss Cook, Director of Special Services, Interview with Researcher, October 21, 1960.

²Mr. Duggan, Principal of St. Patricks School, Interview with Researcher, November 1, 1960.

needed. This particular school has no vocational guidance. This is significant when one considers the fact that the majority of delinquents in the sample came from this particular area.

Table 3¹ shows that there are eleven children in the sample whose intelligence quotient is between 70 and 80. These children are unable to gain admission to the Nova Scotia Training School which provides training for children who are mentally deficient because their intelligence is not sufficiently limited. In order for a child to be admitted to the Nova Scotia Training School he must have an intelligence quotient between 35-70, and the home conditions must be such that the child is a burden to the family. This institution is very hesitant about receiving delinquents who have spent a considerable length of time at the Nova Scotia School for Boys.² The reason for this is that this type of delinquent finds it difficult to adjust to this new type of training, due to the fact that he still considers the Nova Scotia Training School as a punitive institution. Another factor is that children have to remain at the Nova Scotia Training School a considerable length of time in comparison to the stay at the Nova Scotia School for Boys. The

¹Supra, p. 19.

²Mr. Walker, Assistant Superintendent, Nova Scotia Training School, Interview with Researcher.

assistant superintendent felt that neither the Nova Scotia Training School nor the Nova Scotia School for Boys is meeting the needs of such a group. He went on to say that there was need for a separate institution totally geared to meet the needs of the retarded delinquent.

In review of the sample it was evident that a portion of the delinquents were experiencing difficulty in their school adjustment. Unfortunately very little was recorded regarding the parents' attitude towards the school, but in the majority of cases it was obvious they showed little interest in the academic progress of their children. As a result little encouragement was offered in support of the child's endeavours to make good his adjustment in the social institution of the school.

Truancy was the first offence in five cases, while a total of twenty children had been truant from school at least once during their school term. This usually indicates that the child is experiencing difficulty and it is important to locate at an early age those children who are suffering from such experiences so that a more effective plan can be constructed for them.

The sample indicated children who were in need of special assistance due to their limited intelligence and who were unable to compete under the academic strain

placed upon them by the regular school curriculum.

In concluding it would seem important to explore a causal explanation to the child's behaviour rather than focus on his 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

One hundred and seventy-six delinquents were being served by the Corrections Division of the Halifax District Office of the Department of Public Welfare on March 31, 1960. Of the 159 male delinquents in this group more than a third were under the age of twelve years. This thesis consists of an analysis of the background of these fifty-seven young delinquent boys.

This researcher began with the hypothesis that there are certain emotional and social needs that should determine the treatment of the child from six to twelve. In an effort to establish the validity of this hypothesis the writer examined the home environment, the mental status and the school adjustment of the fifty-seven children in his sample.

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 sample 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 sample. Often 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 could also be attributed to poor management.

For the most part, the attitude expressed by the parents of the children in the sample was not conducive to the healthy and sound development of their children. The rehabilitation of the juvenile delinquent was frequently complicated by the complete unwillingness of the parents to accept or utilize the services offered. It was also evident that parents would keep appointments during times of pressing difficulty but resisted help at other times. Efforts to refer families to voluntary family counselling agencies or to the Child Guidance Clinic met with poor response. For the most part, families who were referred for continued service had so little motivation to avail themselves of the service that treatment of a voluntary nature generally had to be terminated.

This type of family is often referred to as the "hard-core, multi-problem" family who generally account for a large percentage of the problems of a social nature in a community. The multi-problem family, exposed to a broad range of physical and psychological stresses, is unable to meet adequately the physical and emotional needs of its children. It is apparent that a special course of action is needed if such families are to be reached and helped in more than a superficial way. This is also important in order to make it possible for treatment agencies to carry on work with the family once the referral is made. It is possible that the parents who were studied here found it difficult to accept treatment because of the implication that they themselves were clients, that the delinquency of their child had some relationship to their own inadequacies as parents, and that they themselves needed advice and assistance. It was quite clear from the histories that they were unable to recognize or face the fact that a change in their own attitude or manner of approach might be more effective in the child's rehabilitation than any professional service that might be directed towards him.

It is a fundamental principle of social work that the problems of human beings should be met where they arise. It is quite clear that a major focus of treatment of the juvenile offender should be the home.

As can be seen, a study of children with respect to their needs usually leads directly to the home and the quality of the relationships that exist there. It is these basic relationships that affect the child's personality development.

Working with the family should represent a coordination of existing community services involving the sharing of knowledge and experience for the purpose of constructing and carrying out the most effective plan for helping the family. Such a plan must take into account the needs and the strengths of the individual family members and the family as a unit. In the treatment of the family it seems imperative that all the elements of the physical and the social environment should be investigated in an effort to discover and ameliorate factors that may be promoting malfunctioning.

Concerning the school experience of the delinquents under study, many were unsuccessful in their attempts to adjust to this competitive setting. This may have been due to their unsatisfactory home environment, lack of encouragement and support to continue their endeavours, and in some cases, to the child's limited intelligence.

It seems practical that in order to discover the individual child whose behaviour indicates that he is a potential delinquent, early detection and direct referral to a correctional agency are necessary. Such

an early referral system should most certainly include the schools as they are in a position to become acquainted with children and to judge the level of their social functioning. The training of school teachers should make them sensitive to children who are malfunctioning and experiencing difficulty and whose behaviour is such that outside assistance is necessary.

One child whose intelligence quotient was below 70 was unable to gain entrance to the Nova Scotia Training School because of the long waiting list which that institution has. A table on the school grade attained at the time of the opening of the case revealed that only one child was in an auxiliary class, although there were many more whose intelligence indicated this level of schooling would be best suited to their needs. There was also a considerable number of children whose intelligence quotients were between 70 and 80 who were unable to receive special training due to the lack of community resources. Thus these children were forced to compete with children of average intelligence in classes geared to the ability of the normal child. Incapable of such work, these boys fell far behind other children of their age level creating additional problems around social adjustment. It is especially important that such children receive vocational guidance so that they will enter areas of work parallel to their

capabilities. An opportunity to learn a trade would give such a child a chance to increase his technical skills and in adult life would enable him to compete more successfully in the labour market.

Presently there are no correctional institutions in existence in this area designed to meet the problem of the mentally retarded delinquent and, as a result, the special needs of such children, a sizable number, remain unmet. Only eleven that is, 19.2% of the children in the sample were referred for psychiatric assessment, all were found to be disturbed emotionally and for whom there were no suitable services in the community. In most cases when referral was made to a psychiatrist the child was already classified as a delinquent. It is evident that little use was made of the psychiatric resources that are available in the community. This is significant when, in helping any delinquent child it is essential to discover why a particular delinquent act seemed natural to him.¹

It seems clear that community facilities for helping the juvenile offender need to be better organized and expanded in scope to cover those children who are mentally deficient or emotionally disturbed. In view of the inadequacy of the existing community resources for the meeting of these special needs improved facilities

¹Sait, op. cit., p. 348.

in these areas would appear to be a desirable goal to work towards.

This study revealed that much delinquent behaviour first appears when the boy is of school-age, under twelve years, and when his home and on occasions, the school, are unable to meet adequately his physical, emotional and intellectual needs. It is important that treatment of the young offender should be focussed not on his delinquent symptoms, but on the various causal factors.

It is clear that a collaboration of services is necessary in order that the causes of juvenile delinquency and maladjustment may be attacked at their source in the neighbourhood, in the home, and in the attitude of individuals. Once these problems are recognized, professional workers should be ready to proceed with a scientifically adequate and coordinated plan of treatment. For only as the resources for child welfare are organized and integrated to improve the general atmosphere and wholesomeness of community life will it be possible to deal in a fundamental and efficient manner with the numerous social problems which have their roots in childhood maladjustment.²

²Fenton, op. cit., p. 388.

APPENDIX A

SCHEDULE FOR READING RECORDS
AT DEPARTMENT OF PUBLIC WELFARE

SECTION I

IDENTIFYING INFORMATION

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

SECTION II

BACKGROUND HISTORY

A. Family.

1. Father:

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

- h. Present Occupation

- i. Income
- j. Other Significant Information

- k. Date of Death

2. Mother:

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

g. Education

h. Present Occupation

i. Income

j. Other Significant Information

k. Date of Death

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

a. Name

b. Sex

c. Date of Birth

d. Place of Birth

e. Religion

f. Race

g. Marital Status (married name also for females)

h. Education

i. Present Occupation

j. Income

k. Other Significant Information

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

D. Description of home.

1. Type of dwelling

2. Number of rooms

3. Number of people in home

4. Owned _____ Rented _____ Free _____

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

6. Worker's impression of home:

E. Contacts with other Agencies (dates and details)

SECTION III

PSYCHIATRIC REPORT

A. First Psychiatric Report Received by Agency.

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

B. Later psychiatric reports (record individually)

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

SECTION IV

PSYCHOLOGICAL REPORT

A. First Psychological Report Received by Agency

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

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

6. Projective and personality tests used

7. Summary of findings

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

SECTION V

DEVELOPMENTAL HISTORY

A. Significant Information about Birth and Early Development.

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

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

1. Stealing

2. Truancy

3. Lying

4. Running away from home

5. Vandalism

6. Assault

7. Cruelty to: a. children

b. animals

8. Sexual offences

9. Drinking

10. Illegal use of drugs

11. Incurrigibility

12. Profanity

13. Breaking of curfew law

14. Others

D. Social Development. (Indicate age where significant)

1. Relationships:

a. Parents (specify mother and father)

b. Siblings

c. Peers

d. Girls

e. Teachers

f. Clergymen

g. Other adults

2. Social Activities:

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

b. Informal activities

c. Gang activities (details of composition of gang)

i. age

ii. sex

iii. size

iv. race

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

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

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

3. Methods:

4. Parental attitudes:

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

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

H. Religious Activity

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

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

G. Details of Medical Treatment after Opening of Case

SECTION VII

SCHOOL RECORD

A. As of Time of Opening of Case

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

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

General comments:

6. Attendance: good _____; poor _____.

7. Deportment: satisfactory _____; unsatisfactory _____.

(Give details)

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

9. Child's expressed attitude towards school.

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

SECTION VIII

EMPLOYMENT

A. Full Time

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

B. Part-Time

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

6. Vandalism (specify)

7. Sex offenses

8. Incurrigibility

9. Vagrancy

10. Other

C. Type of Court

1. Juvenile

2. Magistrate

3. Other

D. Complainant

1. Police

2. Attendance Officer

3. Parents

4. Citizens

5. Social Agency

6. Other

E. Legal Representation (give recommendations)

1. Crown

2. Defense

F. Disposition of case

1. Temporary Suspension

2. Commitment to Director

3. Probation

4. After-care

5. Commitment to Institution

6. Dismissal

Period of probation: 1st

2nd

3rd

SECTION X

PROBATION

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

A. Date of Court Hearing

B. Pre-trial Study

1. By whom

2. Number of interviews (note with whom)

3. Aspects of individual and environment included

a. Family background Yes _____ No _____

b. Family relationships Yes _____ No _____

c. School Yes _____ No _____

d. Youth groups Yes _____ No _____

e. Church Yes _____ No _____

4. Recommendation of probation officer

C. Judge's Criteria for Disposition (details)

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

D. Conditions of Probation

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

E. Nature of Probation Service

1. Number of contacts by Probation Officer

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

2. Type of contact

- a. casework (summary of content)

b. law enforcement

c. routine

3. Attitudes toward probation (substantiate)

- a. child

b. parents

F. Violation of Probation

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

G. Termination of Probation

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

H. Use of Community Resources for Evaluation

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

6. Others

I. Effect of Court Procedure on Child

J. Use of Authority (punitive, etc.)

1. By judge

2. By probation officer

Period in Institution: 1st

2nd

3rd

SECTION XI

INSTITUTIONAL CARE

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

A. Name of Institution

B. Date of Commitment

C. Pre-trial Study

1. By whom

2. Number of interviews (with whom)

3. Aspects of individual and environment included:

a. family background Yes _____ No _____

b. family relationships Yes _____ No _____

c. school Yes _____ No _____

d. youth groups Yes _____ No _____

e. church Yes _____ No _____

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

D. Judge's Criteria for Disposition (details)

1. Pre-trial study

2. Previous record

3. Attitude of child

4. Behaviour of child during probation

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

1. Adjustment to institutional setting and program

2. Relationships:

a. Staff

b. Peers

3. Treatment plans and progress

a. Casework

b. Psychiatric

c. Counselling (other than by social worker)

F. Contacts with Parents (date and content)

1. By child

2. By institution

3. Other

G. Treatment of Parents (date and details)

1. Casework

2. Psychiatric

3. Other

H. Contacts with Community (date and content)

1. Child's contacts

a. School

b. Church

c. Recreation

d. Individuals in community

e. Other

2. After-care officer's contacts

a. Relatives

b. School

c. Clergy

d. Other

I. Discharge

1. Recommendations and dates

2. Reasons for delaying discharge

a. By institution

b. By after-care officer

c. Other

3. Date of discharge

4. Terms of discharge (include place)

Period of after-care: 1st
2nd
3rd

SECTION XII

AFTER-CARE

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

A. Name of After-Care Officer

B. Preparation by After-Care Officer

1. Child

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

2. Parents or Substitute Parents

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

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

b. Method

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

iii. Letter

3. Community (state purpose and results if given)

a. School

b. Church

c. Work:

i. employer

ii. N. E. S.

d. Police

e. Clubs

f. Other

C. Selection for Discharge

1. Date of recommendation

2. By whom made

3. Basis of recommendation

4. Suggestions and recommendations for discharge plans

D. After-Care Services (following discharge)

1. Place to which discharged

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

2. Plan of treatment (verbatim)

3. Casework Services

a. Child

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

- ii. Content of interviews

- iii. Child's attitude and co-operation

- iv. Parole violation and method of handling

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

- i. Mother

Father

Both parents

Relative

Guardian

ii. Content of interviews

iii. Parents' attitude and co-operation

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

i. School

ii. Church

iii. Work

Employer

N. E. S.

iv. Police

v. Clubs

vi. Other

D. Final Evaluation

1. Child's adjustment and use of service

2. Parents' use of service

SECTION XII

RECORDING

A. Types of Recording

1. Narrative

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

2. Social History Yes _____ No _____

Does it contain:

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

3. Summaries

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

4. Reports

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

5. Documents

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

6. Correspondence

- a. Letters to agency from
 - i. social agencies Yes _____ No _____
 - ii. child Yes _____ No _____
 - iii. relatives Yes _____ No _____
 - iv. others (specify)

- b. Letters from agency to
 - i. social agencies Yes _____ No _____
 - ii. child Yes _____ No _____
 - iii. relatives Yes _____ No _____
 - iv. others (specify)

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

- d. Dated notation in text with brief account of letter content.
Yes _____ No _____

- e. Inclusion of sundry correspondence
 - i. greeting cards Yes _____ No _____
 - ii. appointment letters Yes _____ No _____
 - iii. other (specify)

- f. Inclusion of inter-office administrative communications.
Yes _____ No _____

B. Content of Recording

1. Psycho-social diagnosis Yes _____ No _____
- a. Date of diagnosis
- b. Was it reaffirmed Yes _____ No _____
- c. Was it changed Yes _____ No _____
2. Treatment Plan
- a. Date of initial treatment plan
- b. Goals Yes _____ No _____
- c. Evaluation of strengths and weaknesses Yes _____ No _____
- d. Use of social worker Yes _____ No _____
- e. Use of other resources Yes _____ No _____
3. Evaluation of Client-Worker Relationship Yes _____ No _____
4. Social Worker's activity (other than with client)
- a. Case conferences Yes _____ No _____
- b. Community contacts by:
- i. interview Yes _____ No _____
- ii. letter Yes _____ No _____
- iii. telephone Yes _____ No _____
- iv. other (specify)

C. Prognosis

1. Stated Yes _____ No _____
2. Date when recorded:
3. Location in record:

D. Currency of Recording

1. Number of interviews recorded

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

SECTION XIV

RESEARCHER'S COMMENTS

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

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

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

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

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

APPENDIX B

**SCHEDULE FOR INTERVIEWING ASSISTANT SUPER-
INTENDENT OF THE NOVA SCOTIA
TRAINING SCHOOL**

1. Enrollment

- (a) Within the past five years how many students have been enrolled in the Nova Scotia Training School?
- (b) How many students are enrolled at present?
- (c) How many students have been enrolled in the Nova Scotia Training School in the year 1959-1960?

2. Retardation and Delinquency

- (a) In your opinion do you think that some children have been interpreted as delinquent prior to coming to the Nova Scotia Training School, whereas many were, in fact, only retarded?
- (b) What is the Nova Scotia Training School's policy in regards to accepting a retarded child who has committed a delinquent act?
- (c) Within the past five years how many children have referred to your school from the following institutions?
 - 1. Nova Scotia School for Boys
 - 2. Maritime Home for Girls
 - 3. Home of the Good Shepherd
- (d) How many within the year 1959-1960?
- (e) Within the past five years how many children brought before the court (excluding those in 2C) on a delinquent charge have been referred to the Nova Scotia Training School?
(Male and Female)
- (f) How many within the year 1959-1960?
(Male and Female)

- (g) What were the types of delinquency which were predominant in the group admitted?
- (h) What would be the pattern of behaviour of these delinquent children after admission?
- (i) Do you feel that there is a necessity for each child who is brought before the courts on a delinquent charge to be psychologically tested before being confined to a correctional institution?

3. Treatment

- (a) What treatments are available for such children at the Nova Scotia Training School?

**SCHEDULE FOR INTERVIEWING THE
PRINCIPALS OF SCHOOLS**

1. Enrolment

- (a) How many students did you enroll in this school in 1959-1960?
- (b) What is the average age of the students in your school?
- (c) What is the percentage of male students in your school? What is the percentage of female students in your school?
- (d) What is the proportion of students to teachers?

2. Delinquency As A Problem

- (a) Is delinquency a problem in your school?
- (b) What average (approximately) of your students present such a problem? (Male and Female).
- (c) What forms of delinquency do you think are most prominent in your school? Ex. - drugs, vandalism, alcoholism (Male and Female).
- (d) What percentage of delinquency do you think is of a serious nature?

3. Geographic Area

- (a) Is there a particular area from which your delinquent students come from?
- (b) Do you think this area plays a significant role in the habits of delinquency?
- (c) If this is true, why is it so?

4. Social Grouping of The Delinquent Child

- (a) Do you notice that these children
 - (a) form cliques
 - (b) are leaders of other groups
 - (c) isolate from others
 - (d) other phases

5. Recreation

- (a) What are the recreational facilities at this school?
- (b) Do you think that they are used by the delinquent as frequently as your moderate student?

6. Academic

- (a) What bearing has the delinquency problem upon their academic standing?
- (b) Do you find that the slow learner is more prone to delinquency? Than the above average student? Than the average student? Why?
- (c) Do you have a vocational guidance instructor in your school? What role does he play?

7. The Teachers Awareness And Interest In This Problem

- (a) To what degree are the teachers concerned?
- (b) How do they recognize it?

8. The Parents Awareness And Interest In This Problem

- (a) How aware are the parents of this problem?
- (b) How do they recognize it?

9. P.T.A. Awareness And Interest In This Problem

- (a) Are any programs set up to learn about and deal with delinquency?

10. Methods Used In Dealing With This Problem

- (a) What are the preventative means that you are most familiar with?
- (b) What are the remedial means that you are most familiar with?

SCHEDULE FOR INTERVIEWING DIRECTOR OF SPECIAL SERVICES

HALIFAX BOARD OF SCHOOL COMMISSIONERS

1. What do you consider delinquency?
2. In your opinion, how serious was the problem of juvenile delinquency in the schools of the Halifax area during the academic year of 1959-60?
3. Are cumulative records kept on all referrals?
4. In school adjustment, what correlation has been noted between school record and behaviour?
5. To what extent are delinquents examined:
 - (a) psychometrically
 - (b) psychiatrically
 - (c) physically
6. In evaluating causes, to what extent is delinquency the result of emotional problems caused by:
 - (a) rejection
 - (b) neglect
 - (c) permissiveness
 - (d) over protection
 - (e) insecurity
 - (f) immaturity
 - (g) others
7. In your opinion, has there been a higher incidence of delinquency in children of some particular:
 - (a) socio-economic background
 - (b) age group
 - (c) sex
 - (d) religion
 - (e) other
8. How does the delinquent child fit into the social system in the school, with regards to:
 - (a) cliques
 - (b) gangs
 - (c) participation in extra-curricular activities
 - (d) other

9. To what extent, in your opinion, are the delinquent children:
 - (a) being influenced, adversely, by older persons outside of school?
 - (b) influencing others in the schools?
10. In relation to behaviour and age, the time of referral, the factual time, and your opinion about this.
 - (a) Could it have been detected earlier?
11. What percentage are referred to the Nova Scotia School for Boys or the Maritime Home for Girls, and on what basis?
12. What use is made of:
 - (a) Child Guidance Clinic
 - (b) Y.M.C.A. (Y.W.C.A.)
 - (c) youth camps
 - (d) foster home care
 - (e) clergy
 - (f) other
13. What classification of offenses do you use?
14. What is your impression of their relationship with adults and with peer groups?
15. What part is played by the attendance officers:
 - (a) system of referral between attendance officers and your office
 - (b) home visits
 - (c) other
16. What obstacles are encountered in making referrals to treatment:
 - (a) Child Guidance Clinic
 - (b) School for Boys
 - (c) other resources
17. Is your role supported and defined by any legislation, and
 - (a) is legislation adequate
 - (b) your comments and suggestions

APPENDIX C

VI

VERS NO. 12

ATTORNEY

VIA VER-

CRITERIA FOR TABLE 5

POSITIVE ATTITUDE:

A situation in which the parent shows a genuine concern for the welfare and development of the child. This would include parents who made an attempt to use community services when they realized that it was necessary.

NEUTRAL ATTITUDE:

Parents in this area were those who were indifferent towards their children by having little concern for their activities or development. These parents made little effort in utilizing the resources available in the community.

NEGATIVE ATTITUDE:

This category comprises those parents where rejection was evident and consequently a lack of motivation in making any attempt to increase their understanding of their children.

NOT RECORDED:

Means those fathers or mothers whose attitudes were not stated in the record. In some cases the mother's attitude would be recorded but not the father's and visa versa.

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