

Abstract:

PEER RELATIONS AND THE
FEMALE JUVENILE DELINQUENT

by

Mary Catharine Gillespie

This study explores the nature and extent of the female juvenile delinquent's involvement with peers. The particular concern of the study is whether the female delinquent experiences peer relations prior to being institutionalized. It is an individual thesis written as part of a study of female juvenile delinquents undertaken by two students of the 1969 class of the Maritime School of Social Work.

Nine female juvenile delinquents who comprised the senior population of the Nova Scotia School for Girls in Truro on December 17, 1968, were interviewed with the aid of a semi-structured questionnaire. Additional information was obtained from case files. Pertinent data was then examined for indications of peer relations.

It was found that female juvenile delinquents do experience peer relations and in some instances these are close relationships. It was also found that those who have close relationships with peers tend to be the girls who are group members. It was concluded that further research seems appropriate to more closely examine these findings, as this is somewhat contrary to the popular stereotype of the female juvenile delinquent.

Degree of Master of Social Work

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PEER RELATIONS AND THE FEMALE JUVENILE DELINQUENT

A Study of the Nature and Extent of
the Female Juvenile Delinquent's
Involvement with Peers

A Thesis

Submitted to the

MARITIME SCHOOL OF SOCIAL WORK

and

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Master's Degree in Social Work

by

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TABLE OF CONTENTS

	page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	iv
CHAPTER	
I. INTRODUCTION	1
II. METHODOLOGY	6
III. ANALYSIS	11
IV. CONCLUSIONS AND RECOMMENDATIONS	27
APPENDIX	
A. PEER AND FAMILY RELATIONS QUESTIONNAIRE	30
REFERENCES	41

LIST OF TABLES

TABLE	page
I. NUMBER OF FRIENDS NAMED BY FEMALE DELINQUENTS	14
II. PARTICIPATION IN GROUPS BY FEMALE DELINQUENTS	15
III. NUMBER OF FRIENDS WHICH FEMALE DELINQUENTS FEEL THEY HAVE	16
IV. NUMBER OF FEMALE DELINQUENTS WHO HAVE SOMEONE TO WHOM TO TELL EVERYTHING	18
V. ACTIVITIES WHICH FEMALE DELINQUENTS PREFER	19
VI. ITEMS ABOUT WHICH FEMALE DELINQUENTS PREFER TO TALK	20
VII. NUMBER OF DELINQUENTS ABLE TO TALK ABOUT THINGS WHICH MAKE THEM HAPPY	21
VIII. NUMBER OF DELINQUENTS ABLE TO TALK ABOUT UNHAPPY THINGS	22
IX. NUMBER OF DELINQUENTS ABLE TO TALK ABOUT UPSETTING THINGS	22
X. NUMBER OF DELINQUENTS ABLE TO TALK ABOUT THINGS MOST ASHAMED OF IN SELF	23
XI. RELATIONSHIP BETWEEN GROUP INVOLVEMENT AND CLOSENESS OF RELATIONS WITH PEERS	26

CHAPTER I
INTRODUCTION

This thesis is concerned with delinquency in female adolescents. Those people involved in dealing with the phenomena of female juvenile delinquency, theorists, probation officers, social workers tend to see the female delinquent as a stereotype. They make a strong distinction between the female delinquent and her male counterpart to whom much more attention is generally directed. The male delinquent is usually described as a gang member bent on acts of destruction and violence; the female delinquent, on the other hand, is described as a loner outside of any peer groups with her delinquency limited mostly to sexual areas. The following quote taken from a book by D.J. West aptly sums up this prevalent notion:

The small minority of girls who do become actively wayward....are more often unhappy misfits....girls have nothing like the same support from the delinquent subculture that boys can find....the wayward girl more often takes to sexual misconduct. 1/

Yet evidence is mounting to contradict this idea as reports of female gangs and violent behaviour are made even within the Halifax area. This suggests a need to take a serious look at female juvenile.

1/ D.J. West. The Young Offender p.84.

delinquency in view of this new knowledge, and relate it to existing theories which may then have new relevance to the problem.

This study will explore the nature and extent of the female juvenile delinquent's involvement with peers, with particular attention to whether the female delinquent actually has peer relationships.

A female juvenile delinquent is defined here as a female between the ages of fourteen and seventeen years, who has committed a social act that is prohibited by law or socially disapproved. For the purposes of this study delinquents, placed in an institution by a juvenile court or official body, were used. Peer relations are defined as friendship relations with other adolescents of either sex.

There are many theoretical approaches to the general concept of juvenile delinquency but each is limited in its application. No causal theory, so far, can be applied to all aspects of juvenile delinquency, and it is not expected that a more comprehensive theory will be developed. (Merton, 1962). Yet, it is possible that some theories can apply to more aspects of the phenomena that thought by the theorists.

In the literature there is little discussion of the female juvenile delinquent. The few references which theorists make to her are either in terms already described above or as an exception to their theories. Two theories which could have some relevance for the phenomena of female juvenile delinquency are first the cultural association theory of Edwin H. Sutherland, and secondly Albert Cohen's

concept of the delinquent sub-culture. Both theories suggest relationships with others as basic to the development of delinquency, and if they are applied to the female delinquent, they contradict the prevalent conception of her as a loner.

Sutherland deals with delinquent behaviour as behaviour learned from the environment to which the individual has been exposed. He first presents this theory in this Principles of Criminology, and the views he takes are influenced by two sets of phenomena, career criminals and adolescent gangs.

D. J. West has summarized Sutherland's theory in the following paragraph:

Basically it consists of the simple principle of bad example. Young people develop into criminals by learning wrongful ways from bad companions, and seeing powerful and successful adults breaking the law. Thus the youngster from a bad school to a bad neighbourhood comes into contact more often than not, with older persons of confirmed anti-social attitudes, from whom he learns to reject law-abiding principles, and acquires skill in rule breaking and evasion. Everyone is to some extent exposed to conflicting possibilities, temptations and restraint, but when the young person perceives or experiences more in favour of crime than against it he will become delinquent. ^{1/}

This theory deals with the development of delinquency in terms of socialization, and it presumes a delinquent environment previous to the individual's involvement. A critical look at Sutherland's theory shows that it does not explain what led to the development of the delinquent environment in the first place.

^{1/} D.J. West. The Young Offender, p. 84.

Furthermore, it places the onus for delinquency completely on events extraneous to the individual and does not allow for the presence of any individual or personality factors. It also does not explain why some individuals in the same surroundings do become delinquent and others do not.

Aside from these criticisms, Sutherland's theory is still useful in looking at the female juvenile delinquent. Sutherland is describing delinquency as an outcome of inter-relations with other individuals presupposes that the relationships exist. This supposition, on his part, can be interpreted to support the view that the female delinquent is not a loner; to become delinquent necessitates inter-relations with others, some of whom could be peers.

Albert Cohen has approached the phenomena of juvenile delinquency in terms of the sub-culture of the delinquent male gang. He describes the delinquent as finding the satisfactions and gratifications he has been seeking in his parent culture within his own new sub-culture. The delinquent replaces the general cultural goals with the goals of his new group. The new goals are more attainable and the sub-culture satisfies his needs for inter-relations; it also satisfies his need for revenge against the culture which he feels rejected him. Cohen (1955) states that "the problems of adjustment, to which the delinquent sub-culture is a response, are determined in part by the very values which respectable society holds most sacred." (p. 137)

From this sub-culture the delinquent receives the support, acceptance, and status that he needs to uphold a feeling of self-identity and self-worth. Cohen does not propose that his theory is comprehensive but feels it demands careful consideration.

In relation to female juvenile delinquency Cohen feels his theory is not applicable. His research has been concentrated on males and he accepts the premise that the female delinquent is different from the male delinquent. If this particular premise is negated Cohen's theory may be very relevant to female delinquency. Cohen's theory rests on the idea of peer relations which form a sub-culture which is termed delinquent. According to Cohen a delinquent must experience peer relations. If the female delinquent can be shown to have peer relations Cohen's contribution in dealing with the problem of juvenile delinquency may be greatly extended, and the female delinquent may be helped or at least understood.

If the findings of this study offer support for the suggestion that the female juvenile delinquent is involved in peer relations and is not a loner, it is hoped that juvenile delinquency in the female adolescent will be accorded the degree of attention given this similar problem in the male. This increased and refocused concern is likely to result in constructive development in the area of services, and in much needed methods of dealing with the female juvenile delinquent.

CHAPTER II

METHODOLOGY

In an attempt to explore the nature and extent of the female juvenile delinquent's involvement with peers this study utilized the Nova Scotia School for Girls in Truro. The School for Girls is an institution for female juvenile delinquents from both Nova Scotia and New Brunswick and it is run by the provincial government of Nova Scotia. It has a capacity for thirty-five girls, though this capacity is seldom attained. The school is for non-Catholic juvenile delinquents; most Roman Catholics are sent to the Home of the Guardian Angel in Halifax, the other correctional institution in Nova Scotia.

Interviews were carried out on December 17, 1968. On this date there were nine girls in the senior classification, all of whom were interviewed.

The main limitation of this sample was the small size. Because of this the results obtained can be treated only as suggested tendencies. Another limitation was the disproportionate number of Protestants which were in the sample. Also because the school serves New Brunswick, as well as Nova Scotia, there is some discrepancy between the two provinces in the definition of a girl who can be sent to this institution. Under the Child Welfare Act of New Brunswick a child who is represented as unmanageable or in need of protection by

her parents or by a Child Welfare official can be sent to an institution. This factor raised some question as to whether the girls from New Brunswick can be classified as juvenile delinquents. In order to determine the answer to this problem the first step in the analysis was to give a brief history of each girl. Comparisons were then made between the New Brunswick and Nova Scotia groups to discover whether the entire sample could be classified delinquent.

In order to obtain data, two interviewers used a semi-structured questionnaire. This questionnaire forms Appendix A. Approximately half of the questions pertained directly to this study. The remaining half were used for a study carried out by a fellow student which explored the female delinquent's relations with adults.

The two main areas explored were whether or not the female juvenile delinquent had peer relations and whether or not she experienced any close relations with peers. In the questionnaire four questions pertained directly to discovering the extent of peer relations. They were used to determine whether or not the girls actually did have peer relations previous to institutionalization. This was assessed on the basis of involvement with other adolescents in friendships and groups, interaction in activities with peers, and preferences to engage in activities with peers rather than alone.

Seven questions were used to assess whether or not close relations with peers existed prior to being institutionalized. A close relationship was determined by the girls' ability to talk with

peers rather than just act with them, and their ability to confide in others and to talk about themselves and their feelings.

In exploring the nature and extent of peer relations prior to being institutionalized, the questions had to be answered in retrospect. There was evidence that in some instances several girls responded in terms of their present peers. This was evident especially in the questions pertaining to close relations. Thus the validity of stating that close relations with peers existed is questionable.

A number of questions involved what might be termed emotional tender-spots. Considering the fact that the interviewers were unknown to the girls, the responses must be evaluated with this in mind. However, in general, the girls seemed to be quite open with the interviewers.

Although no tests of reliability were made, the interview was relatively structured which assures some reliability.

In the latter part of the analysis a relationship between group involvement and close relations with peers was examined. To do this the seven questions used to indicate close relations were coded. The different responses were assigned values which were then totalled for each girl. The scores ranged from a value of one to fourteen out of a possible sixteen. The mean of 7.6 was used as a cutting point with the result that five girls had scores which fell above this point and four below.

Additional information for the study was obtained through case files. This information included the reason for being institutionalized,

a brief behavioural history up to the time of sentencing, some indication of the family situation and finally a brief description of behaviour since being at the school. This information has certain limitations. The files were written by different workers in different areas of the two provinces. The interpretation of behaviour in the girl and also of her background problems was affected by the individual approach and philosophy of the workers involved. Therefore the reliability and hence comparability is not too good.

Although there are some problems with both forms of data they appear to give a consistent picture of the girls. Thus the overall reliability and validity of the data in this preliminary study is relatively good.

CHAPTER III

ANALYSIS

Before examining the peer relationships of delinquent girls, one potential problem must be resolved. As pointed out in the previous chapter, six of the nine girls in the sample were institutionalized under Section 7 (1) of the Child Welfare Act of New Brunswick as children in need of protection. To consider these six girls as real delinquents might be erroneous. One way of dealing with this problem is by comparing the case histories of the Nova Scotia girls with those of the New Brunswick girls. If behavioural differences exist between the three "real" delinquents from Nova Scotia and the six in the Child Welfare group, this will be shown and the two groups will be treated separately. If not, the whole sample will be treated as "real" delinquents.

The following three girls were institutionalized under a Nova Scotia Act and as such are considered juvenile delinquents.

Subject 1 was a sixteen year old who was charged with violating the Liquor Control Act of Nova Scotia. Several reports of shop-lifting were also made. Her home situation was described as deplorable. School reports described her as being generally untruthful and subject to temper outbursts.

Subject 2 was a fourteen year old who was committed under the Vagrancy Act, Section 164 (1) (a) of the Criminal Code. She had presented a problem for at least three years; she had one previous court appearance following an episode involving a group of young church singers. (The exact nature of this episode was not recorded.) She freely associated with men around twenty-three to twenty-five years of age and admittedly had sexual intercourse with several.

Subject 3 was a fifteen year old who was committed under Section 3 (1) of the Juvenile Delinquents Act of Nova Scotia. She was charged for soliciting funds on behalf of the Red Cross through actually for her own use. This girl was a continual problem at school, showing respect only for her father. She was extremely manipulative.

The following six girls were institutionalized under the Child Welfare Act of New Brunswick and as such may or may not be considered juvenile delinquents.

Subject 4 was a sixteen year old, institutionalized under the C.W.A. Problems reportedly began at least two years previously when her parents separated. Since that time she showed intense hostility towards her father for leaving. She continually ran away from home and was suspended from school for insolence. She showed a general lack of respect for authority.

Subject 5 was a sixteen year old who was committed under the C.W.A. She had presented a problem for two or three years previous. Family relationships were tense. She had previous involvement with the law for stealing and also for running away.

Subject 6 was a sixteen year old institutionalized under C.W.A. Problems began approximately one year previous to this when she became uncontrollable at home and refused to attend school. Family problems precipitated for her removal from the home.

Subject 7 was a fifteen year old institutionalized under the C.W.A. She had been a problem for at least two years,

refusing to accept discipline at home. She was involved in glue-sniffing and alcohol.

Subject 8 was a fifteen year old committed under the C.W.A. She had been considered a problem for at least one year previous. She wanted to leave school and get married threatening she would become pregnant to do so. She ran away several times spending weekends with her boyfriend. She was described as a consistent liar.

Subject 9 was a sixteen year old institutionalized under the C.W.A. She was made a ward in 1966 and placed in a series of foster homes. She assaulted a foster mother and a number of younger children. She was finally termed unmanageable.

Reviewing these brief descriptions there do not appear to be any great differences in the behavioural histories of the Nova Scotia and New Brunswick girls. Both groups of girls had problems which existed for at least two years prior to being sent to the School for Girls. The delinquency in both groups centred around problems of discipline both at home and at school. Two examples of very similar behaviour of girls in different groups are described below. Subject 1 and Subject 7 both had difficulty in their home situations. They both eventually became involved in drinking episodes. Subject 2 and Subject 8 became uncontrollable at home and spent periods of time away from home involved in sexual episodes. They both admitted quite freely to this using it somewhat as a weapon.

In considering the similarity of these four girls and general character of the others, it was felt unnecessary to dis-

tinguish between the girls from New Brunswick and those from Nova Scotia. Since all the girls from the sample can be treated as delinquents, it was possible to explore whether or not the whole sample of female juvenile delinquents had peer relations prior to institutionalization. The questionnaire contained four questions which were used to assess the presence or absence of peer relations among delinquent girls.

The girls were asked to name their closest friends and tell a bit about them. As shown in Table I, of the nine girls eight were able to name at least two friends. The ninth girl stated that she did not have any friends whom she would describe as close but in several other questions indicated she took part in most activities with her sister. Her interpretation of closest friends may have excluded the inclusion of the sister as a friend. However, since the sister is approximately the same age as the girl, and can thus be included in the definition of peer, all of the girls had peer relations of some sort.

TABLE I
NUMBER OF FRIENDS NAMED BY FEMALE DELINQUENTS

Number of Friends	Number of Girls Giving This Response
zero	1
one	0
two	3
three	2
four	3
	<u>9</u>

To further determine the presence or absence of peer relations, the girls were asked whether they generally took part by themselves or with others in social and sports activities prior to being at the school. All nine girls, including the girl who said she had no close friends, replied that they took part in these activities with at least two friends.

Another way in which peer relations can be examined is by looking at participation in voluntary associations. The girls were asked whether they belonged to any groups either formal or informal prior to being institutionalized. The distribution of girls in terms of the number of groups to which they belonged is listed in Table II. Of the nine girls five replied that they had been involved in at least one group and four girls stated they had not.

TABLE II
PARTICIPATION IN GROUPS BY FEMALE DELINQUENTS

Number of Groups	Number of Girls Participating
zero	4
one	1
two	1
three	2
four	1
	<u>9</u>

These girls participated in the Canadian Girls in Training, Girl Guides, Junior Choir, Drama, Drum Majorettes, Boys Club, Home Nursing, and the Y.W.C.A. These generally are the groups that non-delinquent female adolescents join. This fact helps to lessen the idea of the delinquent adolescent female as different.

The girls were also asked whether they thought they had a lot of friends. As shown in Table III, five stated they had a lot of friends or quite few. However, two girls stated that they did have many, and two stated that they did not have a lot of friends.

TABLE III

NUMBER OF FRIENDS WHICH FEMALE DELINQUENTS FEEL THEY HAVE

Responses Given by Girls	Number of Girls Giving this Response
A lot of friends	5
Not many	2
Not a lot of friends	2
	9

It was interesting to note that the girls who stated that they had a lot of friends were also the girls who had named only two close friends on a previous question. On the other hand, the two girls who stated that they did not have many friends had named three and four friends as their closest friends. The interpretation of friends and close friends made by the subjects is probably responsible for this difference.

The responses to these four questions indicate at least superficial relations with peers. This offers support for the idea that female juvenile delinquents may not be loners; yet they also may not have "close" relations with their peers. This is a possibility since the results above seem to indicate that having a large number of friends does not necessarily mean having close friends.

How involved with peers the female juvenile delinquent was is the next area to be explored in this study. An indirect way of determining close involvement with peers is to find out whether they have a friend to whom they can tell everything, and what they like to do with their friends. In this vein an ability to talk instead of just doing things and ability to talk about their own feelings is used as an indication of close relationship. The questionnaire contained three questions along this vein and four questions about the girl's ability to confide in others. Together these seven questions were used to assess whether or not the nine girls experienced close relationships with peers before coming to the institution.

One indication of the nature of the girls' peer relations was a question on whether they had one or more friends to whom they could tell everything. It was assumed that if the subject had such a friend who was a peer, then she would tend to have close relationship with this person. As shown in Table IV, five of the girls had this close type of relationship with a peer.

TABLE IV

NUMBER OF FEMALE DELINQUENTS WHO HAVE
SOMEONE TO WHOM TO TELL EVERYTHING

Response	Number of Girls Giving This Response
someone to tell everything to	5
no friend to tell everything to	4
	<hr/> 9

An interesting finding in the responses to this question and to several others was that some girls treated their counselors and social workers as friends. This factor may have some implications concerning the success of the program at this particular institution. However, counselors and social workers are not peers by definition, and girls who mentioned only them were considered as not having close friends.

This mention of counselors and social workers also points to a methodological problem. It indicates that the girls were not answering these questions in relation to their friends prior to being at the institution, but at least some were also including their present friends. This methodological problem must be kept in mind when interpreting the results.

In order to further assess the presence of close peer relations, the girls were also asked whether they preferred doing things with their friends or talking with them. The distribution of responses in Table V does not appear to show a pronounced preference

towards one or the other. Three girls preferred talking and two preferred both talking and doing things. Thus on this indicator, five girls again demonstrated they had close friends.

TABLE V

ACTIVITIES WHICH FEMALE DELINQUENTS PREFER

Response	Number of Girls Giving This Response
talking	3
both talking and doing	2
doing	3
neither	<u>1</u>
	9

The girls were asked what type of thing they liked to talk about - about themselves and their feelings or about school, clothes and sports. As shown in Table VI, four girls stated a preference to talk about things rather than feelings, and only two liked to talk about themselves. These two plus the girl who liked to talk about either are the girls indicated by this question as having close peer relations.

TABLE VI

ITEMS ABOUT WHICH FEMALE DELINQUENTS PREFER TO TALK

Response	No. of Girls Giving This Response
talk about own feelings	2
talk about things	4
talk about either	1
talk about neither	1
no answer	<u>1</u>
	9

Two of these questions again support the involvement of all girls in peer relationships. The responses indicate their overall interest and involvement in some sort of activity with peers. Only one girl stated that she "never does much of either" and that she talks about neither activities nor feelings. This is the same girl who did not name any close friends. Yet other areas of the questionnaire indicate that she experienced peer relations. She belonged to two groups and was president of one and secretary of the other.

Although involvement is still supported, there appears to be a greater difference between the girls in their respective degrees of involvement. On two of the above questions, five girls appear to have close peer relations whereas on the third only three appear to. Thus, on these questions at least four girls have peer relations but not close ones.

Another possible way of assessing whether female juvenile delinquents experience close relations with peers is to look at their ability to confide in others. The girls were asked if they would be likely to tell someone about it when they were happy. As shown in Table VII, of the nine girls asked, seven replied they would be likely to tell someone. A possible reason for this is that areas for criticism, or "tender spots" in one's feelings are less liable to be involved in these instances.

TABLE VII

NUMBER OF DELINQUENTS ABLE TO TALK ABOUT THINGS WHICH MAKE THEM HAPPY

Response	Number of Girls Giving this Response
Likely to tell	7
Not likely to tell	2
	<u>9</u>

Another question asked the girls if they would be likely to tell someone when they are unhappy about something. As presented in Table VIII, four of the nine girls replied they would be likely to tell someone. Thus, on this question ~~these~~ could be considered to tend to have close relations with peers.

TABLE VIII

NUMBER OF DELINQUENTS ABLE TO TALK ABOUT
UNHAPPY THINGS

Response	Number of Girls Giving This Response
likely to tell someone	4
unlikely to tell someone	5
	<u>9</u>

This question also indicates the girls tend not to be as ready to confide in others about things which could be more threatening to self.

A question asked the girls whether they would feel free to talk about the things that happen to them which are upsetting. As presented in Table IX, most of the girls do not feel free to talk about such things with peers.

TABLE IX

NUMBER OF DELINQUENTS ABLE TO TALK
ABOUT UPSETTING THINGS

Response	Number of Girls Giving This Response
feels free to talk	2
does not feel free to talk	7
	<u>9</u>

Of the nine girls asked, only a minority of two could talk about things which upset them.

A similar question asked the girls whether they could talk about themselves, especially the things which they are most ashamed of, or do not like about themselves. The responses which follow on Table X are similar to those above, except in this table one subject's response was not recorded. Based on her other responses it is likely that her answer would be negative on this question.

TABLE X

NUMBER OF DELINQUENTS ABLE TO TALK
ABOUT THINGS MOST ASHAMED OF IN SELF

Response	Number of Girls Giving this Response
can talk	2
cannot talk	6
no response	<u>1</u>
	9

The responses to these seven questions suggest that about half of the girls had reasonably close friendships with peers. They generally feel they had a peer to whom they could tell everything; they enjoy talking and all told these friends when they were happy, and generally, when they were unhappy. However, there appear to be only two girls who had very intimate relationships with peers, generally preferring to talk to them about their feelings and willing to tell another when they were most ashamed or upset about something.

A factor to consider is that these results may be typical not only of this particular group of adolescents but of most adolescents whether delinquent or not. It is doubtful if all non-delinquent teenagers confide in others about things they are most ashamed of. Thus, the closeness of peer relations of these adolescent girls may be typical.

The main finding as in the first section of this study is that this group of female juvenile delinquents did experience peer relations to institutionalization. This is contrary to most theoretical interpretations of female juvenile delinquency. A few other findings relevant to these theoretical interpretations were discovered.

One finding is relevant to Sutherland's theory of cultural association as described in the introduction. Among the nine girls it was found that eight of them had at least one family member or boyfriend with a police record. Thus, eight of the girls were exposed to crime through their family relationships, an exposure which is fundamental to Sutherland's theory of the development of delinquency. It is therefore possible that Sutherland's theory might be useful in explaining female delinquents and further studies along this line are suggested.

Another finding of possible relevance is that of the girls' attitudes toward independence. Independence is a value that people often tend to relate quite strongly with the adolescent state.

There is a considerable amount of discussion about adolescent rebellion and this is sometimes equated with juvenile delinquency. As a point of interest, the subjects were asked if they want to be independent, to be their own boss, and not have to worry about other people's reactions to what they do. Only one girl answered that she wanted independence and one girl did not answer. Thus, seven of the nine girls replied that they did not want independence and some of them explained they wanted guidelines. Failure to receive these guidelines from parents might have resulted in these girls turning to a group of peers for the guidelines. This seems to be similar to what Cohen describes in his theory of delinquent sub-culture. Thus, it is possible that contrary to what Cohen thought, his theory of delinquent sub-culture is relevant to girls as well as to boys.

The relationship of group involvement and close relations with peers was examined as another interesting finding. It would seem that the girls who did experience more close peer relations might also be the girls more likely to be involved in groups. As shown in Table XI, there seems to be a relatively strong relationship between group involvement and more intense relations with peers.

TABLE XI

RELATIONSHIP BETWEEN GROUP INVOLVEMENT
AND CLOSENESS OF RELATIONS WITH PEERS

	Close Relations with Peers	Lack of Close Relations with Peers	<u>Total</u>
Group Membership	4	1	5
Lack of Group Membership	<u>1</u>	<u>3</u>	<u>4</u>
Total	5	4	9

Four of the five girls who were involved in groups experienced close relations with peers. Three of the four girls who were not involved in groups lacked close relationships with peers.

An interesting question not answered by the correlation is which factor is the precipitating one? If a girl has stronger peer relations does this lead to group involvement? Or does group involvement lead to a girl's developing an ability to form more close relations with peers? If the latter were the case, this could be of significance for the extended use of groups in both preventive and rehabilitative programs for the female juvenile delinquent.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The most important finding of this study is that the female juvenile delinquent does seem to experience peer relationships. There is also evidence to suggest that at least a small minority experience close peer relations. These findings are contrary to the general picture of the female juvenile delinquent described at the beginning of this study.

Because of the limitation in the size of the sample, further research would seem to be indicated. This research could establish whether or not the findings of this study have some universality; it could also attempt to incorporate female juvenile delinquency into theories of male delinquency, or to build a special theory of the female juvenile delinquent.

Sutherland and Cohen suggested that peer relations are one of the things basic to the development of delinquency, though they did not feel this to be the case with female delinquents. Since peer relationships have been indicated in this study, the importance of their theories could be reassessed. Furthermore, two additional findings in this study further support the need to consider these theories in terms of the female juvenile delinquent. These are: the number of girls who have family members involved in crime and,

secondly, the girls' wish to be independent.

In future research several different approaches could be taken which would give more detailed results. One suggested approach is a comparative study using larger samples of both delinquent and non-delinquent female adolescents. From this it could be determined and seen if any differences in the nature and extent of peer relationships exist between the two groups. As well, a comparative study between male and female juvenile delinquents could determine if major differences do really exist in their patterns of peer relationships as commonly suggested.

Another topic for further research is the relationship that was indicated between group involvement and close relations. A panel study which interviews the same respondent over a period of time might be able to determine which of these two factors precipitates the other. This could determine what effective use can be made of groups in both preventive and rehabilitative efforts.

Another finding resulted from this study which could have importance in the treatment and rehabilitation of female juvenile delinquents. This concerns the amount of time that elapsed between the girl's first being considered a problem and her being sent to an institution. This time was approximately two to three years. This could mean that females are treated too leniently and as a result their difficulties become more ingrained. If they are treated more leniently, it is because we have not

recognized and accepted that females can be delinquents. On the other hand, it could be simply because we do not know how to deal with the problem of female juvenile delinquency because we do not understand it.

WE ARE STUDENTS AT THE MARITIME SCHOOL OF SOCIAL WORK IN HALIFAX, AND ARE DOING A STUDY ON FEMALE DELINQUENCY. WE'D LIKE YOU TO HELP US BY ANSWERING SOME QUESTIONS. YOUR ANSWERS WILL BE KEPT CONFIDENTIAL AS WE WON'T BE USING ANY NAMES.

1. How old are you? _____
2. What grade are you in? _____
- 3a) Were you living at home? _____
 - b) (If yes) how many people in your family? _____
 - c) (If no) who were you living with and why? _____
4. What does your father do? _____
5. How far did he go in school? _____
6. How far did your mother go in school? _____
7. Does you mother work? (If yes) what does she do? _____

8. To start off, could you tell me a bit about your closest friends, before coming to the School, something of what they are like, what kinds of things they do, how old they are, and what you usually did together.

<u>Names</u>	<u>Age</u>	<u>Description</u>	<u>Interests</u>	<u>Activities together</u>
1				
2				
3				
4				
5				

9. Before coming here did you belong to any groups or clubs (formal and informal) (If yes) could you tell me a few things about them - what you usually did together (purpose), how many belonged, how often you met, if you had a special position within the group (for example, leader - president or treasurer), how you happened to join, and whether you enjoyed belonging. (Reasons for answer). (If no) Why?

(If yes) Did you find it:

- a) extremely enjoyable _____
- b) quite enjoyable _____
- c) somewhat enjoyable _____
- d) not too enjoyable _____

How came to join _____
 How much enjoyment _____
 (If no, why?) _____

Type	Number in group	How often met	Activities	Special Position	How much enjoyment	(If no, why?)
1						
2						
3						
4						
5						

10. What did you usually do with your free time, for example, after school and on weekends?
11. As for social and sports activities, could you tell me which one(s) you usually took part in?
12. Did you generally do these things with others or by yourself:
If with others: a) Who?
b) With how many others?
13. When you and your friends were trying to decide what to do, did you usually suggest things:
(If yes) did they usually do what you suggested?
14. How would you describe yourself in participating with others, as a:
a) loner _____ c) leader _____ e) something else (what?) _____
b) joiner _____ d) hanger on _____
Why do you say that?
15. Do you think others describe you the same way?
(If no) why not?
16. Have you noticed any change in the way you feel about friends, or belonging to groups since you've come to this School?
(If so) what is the change?

17. Do you feel as close to your old friends, and they to you, since you've come here? _____

(If a change) Why?

18. Do you think you take more part in activities now than you did before coming to the school?

If so, is this because you want to, or because you have to?

19. Do you think that you have more real friends now than you had before coming to the School?

If so, can you think of any reasons for this?

20. Do you prefer doing things alone to doing them with others?

Why is this?

21. Would you say you have a lot of friends?

22. Do you prefer doing things with your friends or talking with them?

Why?

23. Do you like to talk about yourself and your feelings or would you rather talk about school, clothes, sports, etc?

Why?

24. Do you have one or more friends - either a girl or a boy - you can tell everything to?

25. Now, would you look at this and tell me which of these people, if any, you feel close to?

- | | | |
|---------------|----------------------------------|-----------------------|
| a) no one | f) girlfriend | (at the School) _____ |
| b) father | g) boyfriend | |
| c) mother | h) more than one girl | (at the School) _____ |
| d) sister(s) | i) teacher | |
| e) brother(s) | j) other (specify who and where) | |

26. Do you feel free to talk with others about the things that happen to you which are upsetting, such as fights with friends, parents, trouble with a boyfriend, with school, etc?

(If yes) with who?

(If no) why is this?

27. Can you talk about yourself, especially the things about which you are most ashamed or that you don't like about yourself?

(If yes) with whom?

28. Would you say that your opinions change according to the group of friends you belong to, or would like to belong to?

Why do you think this?

29. Do you feel you have to be the way others want you to be, or do you care?

30. Do you feel that if you like something that your friends don't like, they will make fun of you?

31. Do you wish you were more popular?

32. Do you want to be independent from everyone - to be your own boss, and not have to worry about other people's reactions to what you do?

33. When you admire or are close to someone, are you usually influenced to agree with what they say or think?

34a) Does anyone encourage you and hope the best for you? Yes _____ No _____

b) (If yes) Who?

35a) Is there someone who gives you things you enjoy? Yes _____ No _____

b) (If yes) Who?

36a) When you are happy about something, are you likely to tell anyone about it?

Yes _____ No _____

b) (If yes) Who would you tell?

c) Why would you tell him (or her)?

d) Would you tell your _____? Yes or No _____ Why or why not? _____

1) Mother _____

2) Father _____

3) Sister(s) _____

4) Brother(s) _____

5) Best girl friend(s) _____

6) Boy friend(s) _____

7) Others (Who?) _____

e) (If no) why do you keep it to yourself?

37a) When you are unhappy about something, are you likely to tell anyone about it?

Yes _____ No _____

b) (If yes) Who would you tell?

c) Why would you tell him (or her)?

d) Would you tell your _____? Yes or No _____ Why or why not?

1) Mother _____

2) Father _____

3) Sister(s) _____

4) Brother(s) _____

5) Best girl friend(s) _____

6) Boy friend(s) _____

7) Others (Who?) _____

e) (If no) Why do you keep it to yourself?

38. Do you prefer doing things and going places with those close to you or talking to them?

39a) When you talk to those close to you, what do you talk about?

b) Do you talk about _____?

1) Sports Yes _____ No _____

2) Clothing Yes _____ No _____

3) School Yes _____ No _____

4) Hobbies Yes _____ No _____

5) Yourself Yes _____ No _____

6) Your feelings Yes _____ No _____

7) Politics Yes _____ No _____

8) After school activities Yes _____ No _____

dates Yes _____ No _____

dances Yes _____ No _____

9) Mutual friends Yes _____ No _____

10) Others (What?) _____

40. Would you feel free to talk about school, sports and clothes with _____?

Yes _____ No _____ Why or why not? _____

a) Father _____

b) Mother _____

c) Sister(s) _____

d) Brother(s) _____

e) Girlfriend(s) _____

f) Boyfriend(s) _____

g) Other (Who?) _____

41a) Is **there** anyone with whom you can talk about things that are close to you?

Yes _____ No _____

b) (If yes) Who?

c) Why?

42. Would you feel free to talk about yourself and your feelings with _____?

Yes _____ No _____ Why or why not?

a) Father _____

b) Mother _____

c) Sister(s) _____

d) Brother(s) _____

e) Girl friend(s) _____

f) Boy friend(s) _____

g) Others (Who?) _____

43a) Do you feel that somebody understands you? Yes _____, No _____

b) (If yes) Who?

c) Do you think that your _____ understand you?

1) Mother Yes _____ No _____

2) Father Yes _____ No _____

3) Sister(s) Yes _____ No _____

4) Brother(s) Yes _____ No _____

5) Girl friend(s) Yes _____ No _____

6) Boy friend(s) Yes _____ No _____

7) _____ Yes _____ No _____

8) _____ Yes _____ No _____

9) _____ Yes _____ No _____

44a) Is there anyone who accepts you as you are? Yes _____ No _____

b) (If yes) Who?

45. What qualities do you look for in an individual in order for you to be open with him (or her)?

46a) When you become an adult, who would you like to resemble?

b) Why?

c) Do you know _____ (the individual in a) personally? Yes _____ No _____

d) (If no) Who of the people you know personally, would you like to resemble and why?

e) Here are some qualities of people in general. Which of these qualities does _____ have?

Which are his most important qualities?

Qualities	Individual in a)			Individual in d)		
	Yes	No	Importance	Yes	No	Importance
Understanding						
Openness						
Kindness						
Good appearance						
Good leadership						
Wealth						
Intelligence						
Out goingness						
Friendliness						

47. In general, which of these traits do you consider important?

48. How would you describe perfect parents?

Mother

Father

The way they get along

49. Which of the people you know are closest to those perfect parents?

What similarities?

50. Nobody completely lives up to the ideal, how were your parents similar and different from this ideal?

. Now, I'd like to ask you just a few more questions. These are about how you happened to come to the School and what has happened to you since.

51. Before being sent here to the School, were you ever in any type of trouble with the law or school authorities? (Other than reason for being sent here).

(If yes) a) Could you tell me what happened and whether this was more than once?

b) Did you do this on your own or with others? (How many?)

52. Could you tell me what you think led to your becoming delinquent? (Try and get background reasons, i.e., social problems, etc.)

53. Did you ever feel that you needed and wanted help with problems, but didn't ask?

Why?

54. If you did ask, what happened?

55. Do you think anyone knew about your problems?

(If so) Who?

56. Do you think that if anyone had tried to stop your behaviour, other than the police, you would be here now?

Or would you have cared?

57. Do you feel your parents care about you and always have?

Have you always felt this?

58. Has anyone else in your family or among your close friends even been involved with the police?

(If so) Who, and for what reason?

59. What was your family's reaction when you were picked up for delinquency?

60a) Have you had much contact with your family since you have been in here?

b) How do they treat you?

c) Do you correspond with them?

61a) Is there anyone corresponding with you while you are in this school? Yes _____

No _____

b) (If yes) Who and how often do you hear from them?

After interview over write a brief description of girl's reactions within the interview, including attitudes toward questionnaire in general.

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