

A b s t r a c t :

RELATIONSHIP PATTERNS OF THE FEMALE

JUVENILE DELINQUENT

by

Normand Roger Levasseur

This study looks at the relationship patterns of female juvenile delinquents before and after institutionalization and at some factors that might have brought about changes in these patterns.

Nine girls forming the senior group at the Nova Scotia Home for Girls in Truro, Nova Scotia, were interviewed in December 1968. The information gathered by a semi-structured interview was explored and the major trends were described by tables.

The findings suggest that the relationship patterns of the girls were quite poor before institutionalization but that those patterns had improved since they had been at the Home for Girls. A suggested reason for this was the existence of more understanding and kindness on the part of the staff of the institution. It was recommended that all personnel in rehabilitation units should be understanding and be able to express it, and that social workers should attempt to explain the importance of understanding and kindness to the girl's parents.

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RELATIONSHIP PATTERNS OF THE FEMALE
JUVENILE DELINQUENT

An Exploration of the Factors Involved in the
Relationship Patterns of Juvenile
Delinquents Before and After
Institutionalization

A Thesis

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Normand Roger Levasseur

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CHAPTER I

INTRODUCTION

A problem with which Social Workers are presently involved is that of juvenile delinquency. Usually, any offender up to the age of seventeen or eighteen can be classified as a juvenile delinquent. In this study the juvenile delinquent will be the adolescent offender between the age of fourteen and seventeen. In the rehabilitation of these individuals a therapeutic relationship has to be established. In order to improve this basic ingredient of rehabilitation more knowledge of the previous relationship pattern is needed. By exploring the individual delinquent's pattern before and after institutionalization and by exploring the factors that might have brought about a change, it is hoped that there will be more information on how to improve this therapeutic relationship. The first step is to review what some researchers have already said about the relationship pattern of juvenile delinquents.

In the introductory chapter of her thesis for the Maritime School of Social Work, Diana Alice

Bernard (1967) said:

Adolescence is a particular stressful period in the individual's life; it is the crossroad between childhood and adulthood. During this stage the individual struggles to adjust his personality according to the values and norms of several social systems. If this adjustment fails to take place in the family due to the dysfunction of the total family unit, or the poor relationship of the main figures in the family, or disturbed relationship between parents and child, the adolescent is ill-prepared to meet social expectation outside his family, and consequently he must use deviant behavior to achieve this adjustment. 1/

This statement by Bernard emphasizes the importance of relationship within the family and points out that a dysfunction in this area can lead to deviant behavior on the part of family members.

The importance of this relationship factor was also emphasized in the 1930's when William Healy and Augusta F. Bronner did one of the first studies which focused not only on the delinquent child but also on his entire family. A careful analysis was done comparing the delinquent and his non-delinquent sibling. Both boys and girls (to the ratio of six boys to one girl) were studied and the comparison of

1/ Diana Alice Bernard, PARENT-CHILD RELATIONSHIP AND ILLEGITIMACY, p. 2.

delinquents and non-delinquents was made irregardless of sex. These delinquent boys and girls were compared to the non-delinquent male or female siblings who were closest in age. In their study Healy and Bronner treated male and female delinquents in the same way and attributed to each the same causal factors.

In this comparison Healy and Bronner looked at the 143 delinquents in their sample in terms of such factors as: history of illness, adaptation to school, academic functioning, I.Q., personality, socio-economic class. Major emotional disturbances were discovered in 131 or 92% of the instances. Of these, 53 delinquents had the "feeling of being rejected, unloved or insecure in affectional relationship." (Healy and Bronner, 1936, p. 49) Thus, lack of affectional relationship between parents and child was an important factor in the background of the delinquent.

The statement of Bernard and the study of Healy and Bronner suggest that relationship patterns of delinquents are far from being satisfactory. This study will attempt to analyse the relationship of delinquents to determine whether or not they are satisfactory. In the second step, the study will analyse relationship patterns after institutionalization to see if they have changed. If change is

evident exploration of the reasons for this will be made. The final stage of the exploration will attempt to determine what is needed for the juvenile to establish satisfactory relationships with their parents and with others in the outside world.

Because of the lack of time and the exploratory nature of this investigation, this study will be restricted to only a small number of delinquent girls. Following Healy and Bronner's premise of similarity between male and female delinquents, our findings should then be applicable to the relationship pattern of the male delinquents. However, this will have to be verified by future research.

CHAPTER II

METHOD

The sample for this research project consisted of girls from the Nova Scotia Home for Girls in Truro, Nova Scotia. This home is for non-Catholic delinquent girls and serves the Maritime Provinces. The girls have all been sentenced to the home by a juvenile court. The sentences are usually for an indefinite period of time and the girls stay at the home until the director of the school feels they are ready to return to society.

This institution was chosen because it was the only one in the area that could offer a large enough sample of girls between the ages of fourteen and sixteen. The sample consisted of the entire population of nine girls who formed the senior group at this school in December, 1968. Age was the only variable that could be controlled. The population of delinquent girls in the institution was so small that control for such variables as religion, education, social class, and geographic area was impossible.

A sample of nine is too small to use as a basis for generalizations. This study simply explores the topic, and the findings are not generalized. However, they can be utilized as guidelines in further research.

The data for this study were gathered by a semi-structured questionnaire. The exploratory nature of the study required in-depth information and thus most of the questions were open-ended. Interviewing had advantages over asking the girl to complete the questionnaire. With the interview method it was possible to clarify certain questions and to probe for greater details. It was also possible to ask questions on topics which were not covered on the original questionnaire. With these advantages of flexibility it was possible to obtain more valid data. This method has one major disadvantage. Due to the flexibility one researcher might ask some questions and get some data while another researcher might ask different questions and get data different from those gathered by the first researcher.

Two students interested in different aspects of the behavior of female delinquents combined their questions into one interview schedule. This was done

so that the girls would not have to be interviewed twice and so that the interviewers would each have fewer people to interview. In order to be able to conduct an adequate interview, the two interviewers went over the questionnaire carefully so that they each knew the intention of all the questions. Each interviewer was thus able to look for the relevant answers to each question.

The questionnaire was not pre-tested and thus had quite a few inadequacies. Many of the questions were of no use and others were badly formulated. By clarifying the questions and asking other questions which were not on the questionnaire, many of these problems were solved.

The sample of girls was divided between the two interviewers by a Social Worker at the Nova Scotia Home for Girls; one interviewer was given five girls and the other four girls.

The interviews were all done on the same day, and they lasted an average of fifty minutes each. Because of the different personalities of the respondents, each reacted differently to the interview. Some were outgoing and answered quite easily. Others were defensive and required more clarification of the

questions. One girl was really bothered by the questionnaire. She was very defensive and it was impossible to overcome this. Much probing and clarification was needed in her case.

Through The questionnaire was in effect the questionnaires of two individuals, combined in a logical way to make it easier for the respondents. Thus, only parts of the overall questionnaire are directly relevant to this study. The analysis is thus based mainly on answers to the following questions:

- I Questions 1-7: general background information
- II Questions 24-27, 36-42: kind of relationship
strength and degree of involvement
- III Questions 34-35, 43-44: existence of support,
understanding, acceptance and warmth
- IV Questions 45-47: good qualities of people in
general
- V Questions 48-50: good qualities of ideal parents
and how girls see their parents differ from
ideal.

A second type of data useful to this study was the information taken from the girls' files and sent to the researchers by the director of the Nova Scotia Home for Girls. This information was related to such things as reasons for commitment and family

relationship patterns. This information was useful in confirming the findings of the interviews. It can be used only with caution because it was sent by the school and the researchers themselves did not go through the files to get the information. Furthermore, it is subject to the limitations of file data such as lack of comparability.

The information received from those two sources will be analyzed and major trends will be shown by tables. No statistical tests will be used and because of the small sample size and the exploratory nature of this study, only the relatively strong trends will be discussed. As mentioned before, these cannot be generalized and will be of help in further studies.

CHAPTER III
FINDINGS AND DISCUSSION

Healy, Bronner and Bernard indicate that the relationship patterns of the delinquent are far from being satisfactory. Preliminary evidence supporting the lack of good relationship was found in the information from the files of the Nova Scotia Home for Girls. Although files were available for only six of the girls, the files contained the following information:

- (1) Of the six girls, five came from a home with family problems;
- (2) Of the six girls, all had poor relationships within the family.

In an attempt to confirm the data from the files and further explore the relationship patterns of these delinquents, the intensity of relationships were classified as follows:

Nil: The girl with nil relationships has no one with whom she can talk about things. This does not necessarily mean that she has no relationships and is a loner; she might have casual friends with whom she does things.

Superficial: The girl with superficial relationships has someone with whom she can talk about certain things such as activities and school.

However, she does not feel free to talk about personal problems.

Intimate: The girl with intimate relationships can talk about her personal problems, her feelings and almost everything close to her. The relationship patterns of the delinquent girls before institutionalization can be seen in Table I. This table tends to confirm the poor relationship patterns suggested from the files and by Healy, Bronner and Bernard.

As can be seen from Table I, four out of the nine girls had nil relationships and an additional three had only superficial relationships. Furthermore, these superficial relationships were with only one parent. Thus, seven of the nine girls did not have any intimate relationships. Of the two girls who did have both superficial and intimate relationships, one had intimate relationships with her father and her boyfriend and the other with her grandmother.

In this study the girls were not asked the reasons for their poor relationship patterns before

TABLE I
RELATIONSHIP PATTERNS OF THE DELINQUENT BEFORE ARRIVAL
AT SCHOOL.

Girls	Nil	Superficial	Intimate
1	X		
2	X		
3	X		
4		X Mother	
5		X Mother	
6		X Father	
7		X Mother, Father, Girlfriend	X Father, Boyfriend
8		X Boyfriend, 1 married couple	X Grand- mother
9	X		

NRL/jc

institutionalization. However, by analysing their relationship patterns after arrival at the school, by analysing the reasons for changes, and by looking at the qualities which the delinquent girls considered basic to a good relationship, this study will attempt to deduce why the girls' relationships were so poor before arrival at the school.

Table II presents the relationships of the girls after their arrival at the school. Comparing Table II with Table I it is evident that a change in relationship patterns has occurred. Both the number of intimate and superficial relationships has increased. After being at the school no girl has only nil relationships compared to four out of nine girls who had nil relationships before. Furthermore, eight girls have been able to establish intimate relationships after being at the school, whereas two girls had intimate relationships before. Of those with intimate relationships at the school, six were intimate with members of the staff of the Home for Girls, two with a counselor and four with a Social Worker.

In an attempt to explain this increase in intimate relationships, three girls said that they felt that the other individual was more understanding;

TABLE II

RELATIONSHIP PATTERNS OF THE DELINQUENT AFTER ARRIVAL AT SCHOOL

Girls	Nil	Superficial	Intimate
			X Counselor
2		X girls, staff	
3			X Counselor
4		X girls, staff, mother	X 1 girl
5		X mother	X social worker
6		X father	X social worker, 1 girl
7		X mother, sister, girl	X social worker, father, boy-friend
8		X social worker, boyfriend, 1 married couple	X grandmother
9			X social worker, 1 girl

NRL/jc

two girls felt that the other individual was more trustworthy and more understanding, and one girl felt the other individual was more trustworthy. Thus, four girls mentioned understanding on the part of the other individuals, and two girls mentioned trust as basic to forming their intimate relationship.

Table I and Table II have suggested that the delinquents had poor relationship patterns before institutionalization and that this was changed after arrival at the school, possibly because of understanding and trust of those at the school. To further assess the reasons for the more satisfactory relationships, the girls were also asked what qualities they look for in an individual in order to be open with them and what traits they consider important. As can be seen in Table III, eight girls look for understanding; six girls look for kindness; three girls look for friendliness; two girls look for trust. Understanding and kindness are the two most important qualities looked for by the girls. Trust which was mentioned by several girls as a possible basis for forming intimate relationships with people while at the school is not emphasized as a trait which is considered generally important.

TABLE III

QUALITIES OF INDIVIDUALS WHICH DELINQUENTS CONSIDER IMPORTANT TO THE ESTABLISHMENT OF A SATISFACTORY RELATIONSHIP

Girls Under- standing	Kindness	Openness	Friend- liness	Trust- worthiness	Faithful- ness	Other
1	X					Leader, Intelligent, Good Christian
2	X					Discipline, Courageous
3	X		X		X	
4	X			X		
5			X			
6	X			X		
7	X		X			
8	X	X				
9	X	X			X	
TOTAL	8	6	3	2	2	

To further assess the qualities that the girls consider most important and as basic to satisfactory relationships, the girls were asked to describe the qualities of perfect parents. As can be seen in Table IV all the girls look for understanding by their parents; eight girls look for kindness and four for discipline. Furthermore, four girls need harmony between their parents.

By comparing Table III and Table IV it can be seen that more is expected of the parents. All girls want understanding and eight want kindness from their parents while as shown in Table III eight girls want understanding and six girls want kindness from people in general. Furthermore, four girls want discipline from their parents while discipline was mentioned only once previously.

With the knowledge of some of the factors which would facilitate relationships between parents and their delinquent child, it is interesting to look at the qualities which the girls presently see in their parents. Unfortunately, there is no way of determining the extent of these qualities.

As seen in Table V, understanding, acceptance and encouragement are present in at least one parent

TABLE IV

QUALITIES OF PARENTS NECESSARY FOR THE DELINQUENT TO ESTABLISH A SATISFACTORY RELATIONSHIP

Girls	Under- standing	Kindness	Discipline	Harmony	Open- ness	Friend- liness	Intelli- gence	Other
1	X	X						Patience
2	X	X						
3	X	X	X					
4	X	X		X		X		
5	X	X		X	X			
6	X	X		X	X			Joy
7	X		X		X		X	Wealth, Leadership
8	X	X	X	X			X	Wrath, Acceptance, Non-drinking
9	X	X				X		
TOTAL	9	8	4	4	3	2	2	

NRL/jc

TABLE V

QUALITIES SEEN BY THE DELINQUENT IN HIS PARENTS

Girls	Under- standing	Harmony	Acceptance	Encourage- ment	None
1	X		X Mother	X	
2					X
3	Understanding				X
4					X
5	X Mother		X Mother		
6	X		X	X	
7	X	X		X	
8			X	X Mother	
9					X
TOTAL	4	1	4	4	4

NRL/jc

of four of the girls. As seen in Tables III and IV acceptance and encouragement are not emphasized as facilitating the establishment of satisfactory relationships either with people in general or with parents. Throughout this study understanding has been emphasized as facilitating relationships.

To further substantiate the importance of understanding, the relationship patterns of the girls who said they had understanding were examined. Two of the girls who said that they had understanding were also the girls who in Table I had superficial relations with one parent. Another girl who said that she had understanding from her parents had superficial relationship with one parent and intimate relationship with the other parent. Therefore, three out of the four girls who mentioned that their parents were understanding had at least superficial relations with their parents.

This study has dealt with the way in which the girls feel. It is unable to discover if there is actually a lack of understanding and kindness on the part of parents and other individuals. It is possible that on some objective test the parents and other individuals could be considered understanding and kind, but if the girls do not feel it, it is not

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The results of this study tend to support the statement of Bernard and the findings of Healy and Bronner. The relationship patterns of the girls seem to be quite poor. Bernard, Healy and Bronner give insufficient relationship as a cause for delinquency. This inference cannot be made in this study because of its small and unrepresentative sample. This study was designed to be exploratory in nature. The goal was to explore the relationship patterns of delinquents and not to determine if lack of relationships are a cause of delinquency. In this way it differs from the studies of Bernard, Healy and Bronner.

The results of this study suggest the following:

- (1) the girls generally lack relationships and especially intimate relationships before institutionalization;
- (2) after the girls' arrival at the school, a change occurs in their relationship patterns;

(3) understanding and kindness are two qualities that could improve relationships.

These are all suggestions needing further exploration. The results of this study have several implications for the general rehabilitation process. In the first place since relationship is so fundamental this must be realized by those who hire staff for rehabilitation centers. Social workers, counselors and all who have contact with the girls should be understanding and kind and be able to express it if they want to establish a therapeutic relationship.

Secondly, this rehabilitation process should not involve only the girls and the staff of the institution. These girls have to return to their homes and the importance of understanding, kindness and harmony should be emphasized to the parents in order to prepare them to continue the rehabilitation with good relationships at home.

1975-76

1976-77

1977-78

1978-79

1979-80

1980-81

1981-82

1982-83

1983-84

1984-85

1985-86

1986-87

1987-88

1988-89

1989-90

1990-91

1991-92

1992-93

1993-94

1994-95

1995-96

1996-97

1997-98

1998-99

1999-00

APPENDIX A

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 often met _____ How much enjoyment _____
 Number in group _____ to join _____
 Type _____ Position _____ (If no, why?) _____

Type	Number in group	How often met	Activities	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 | | |
| 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?

<u>Qualities</u>	<u>Individual in a)</u>			<u>Individual in d)</u>		
	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.

REFERENCES

Bernard, Diana Alice. PARENT-CHILD RELATIONSHIP AND ILLEGITIMACY. Unpublished Maritime School of Social Work Thesis, 1967.

Bronner, Augusta F. and Healy, William. NEW LIGHT ON DELINQUENCY AND ITS TREATMENT. New Haven: Yale University Press, 1936.