

THE MARITIME SCHOOL OF SOCIAL WORK

JUVENILE DELINQUENCY AND A STUDY OF RECIDIVISM

A study of 163 delinquent boys from  
Halifax County on after-care  
services of the Department  
of Public Welfare between  
January 1, 1955 and  
December 1, 1961.

A THESIS

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by

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## CHAPTER I

### INTRODUCTION

Follow up studies of juvenile delinquents discharged from correctional institutions seem to indicate consistently that these youngsters are usually poor risks in the community, that their chances for reformation are indeed very slim.<sup>1/</sup> In this field of investigation the Glueck's have led the way with the publication of One Thousand Juvenile Delinquents, in which the subsequent careers of 1,000 boys who appeared before the Juvenile Court of Boston, Massachusetts were studied. They found that during the five years following the termination of the boys' "treatment period", 88.2% of the 923 boys who could be located had repeated delinquent acts. Seven-tenths of these recidivists were actually convicted of serious offences, and one-third of them were arrested four or more times.<sup>2/</sup>

Bowler and Bloodgood, in their follow-up studies found the results of institutional treatment equally discouraging and reported high rates of recidivism among 751 boys discharged from

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<sup>1/</sup>cf., Bertrum Black, Selma Glick, Recidivism at the Hawthorn-Cedar Knolls School, (Jewish Board of Guardians New York), p. 3.

<sup>2/</sup>cf., Sheldon and Eleanor Glueck, One Thousand Juvenile Delinquents, (Harvard University Press, 1939), Appendix H. Table 68 and 69, p. 318.

state institutions.<sup>1/</sup>

Although much evidence exists to substantiate the validity of high rates of recidivism, the same sort of evidence does not exist to answer the question why one boy will fail on parole while another who has had the same institutional confinement will make a satisfactory adjustment on parole. It is probable that there are characteristic differences between the two; research in this area has been very sparse.<sup>2/</sup>

It is generally agreed by authorities in the field of delinquency that it is preferable to prevent rather than treat.<sup>1/</sup> However, it is also agreed that preventive programs cannot be developed until the means of determining what children are likely to become delinquent are further advanced.<sup>1/</sup> That is, there is a need for the development of accurate methods of predicting.<sup>3/</sup>

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<sup>1/</sup>Institutional Treatment of Delinquent Boys, N. 23, quoted in Bertrum Hleck, Selma Glick, op. cit. p. 3.

<sup>2/</sup>Dougald A. Arbuckle, and Lawrence Litwick, "A study of Recidivism Among Juvenile Delinquents", Federal Probation, Vol. XXIV No. 4 Dec. 1960.

M.E. Kirkpatrick, "Some Significant Factors in Juvenile Recidivism," American Journal of Orthopsychiatry, Vol. 7, 1937.

Sheldon and Eleanor Glueck, Predicting Delinquency and Crime, (Boston: Harvard University Press, 1959).

Herman Mannheim and Leslie Williams, Prediction Methods In Relation to Borstal Training, (London: Her Majesty's Stationary Office, 1955.)

<sup>3/</sup>cf., Bertrum M. Beck, "The Young in Conflict: Blueprint for the Future," Federal Probation, Vol. XXIV, No. 2 (June, 1956), p. 35.

To carry this argument one step further, if potential recidivists could be identified while still in the institution, preventive programs could be developed to try to help reduce the rate of recidivism.

(In discussing recidivism among juvenile delinquents it seems obvious that the factors involved in their recidivism will be related to why they became delinquent in the first place, and it is therefore necessary to understand from some theoretical basis how delinquency may be caused.

With this in mind the main theoretical orientation of this thesis is that of ego psychology which points out that the total environment of child plays an important role in his personality development. It is also felt that personality may be affected by the child's adjustment and reaction to felt needs and stresses originating in his environment. Also, personality damage may be manifested in a variety of ways of which delinquency is only one. This study will be conducted from a social work approach with special attention being given to the factors which contribute to juvenile delinquent behavior. There are a multitude of influencing factors; however, only six of these have been chosen to be included in the study. These six were chosen not because it was felt they were more important than others, rather because they are the ones which are most easily measured and also are the ones which are most likely to be recorded in the cases which will be studied.

The second year students at the Maritime School of Social Work have proposed to test the hypothesis that there are factors in a child's total environment which may lead to a damaged



personality, which may in turn evidence itself in delinquent behavior.

As a minor part of the major project the subsidiary study will test the hypothesis that there should be significant differences between the recidivist and non-recidivist group. In conjunction with this hypothesis it is felt that if significant differences are found to exist between the two groups then it may be possible to use them for predictive purposes. It is also felt that one of the most significant differences between the recidivist and non-recidivist groups should appear in their adjustment to the treatment program in the Nova Scotia School for Boys.

In order to facilitate the study of the subsidiary hypothesis it is assumed that some delinquent behavior is more modifiable than others.

The term juvenile delinquent holds a different meaning for almost all people who use it. Beginning with Biblical interpretations delinquency has been applied to all thoughts, actions, desires and strivings which deviate from moral and ethical principles.<sup>1/</sup> For others delinquency can only be defined in terms of the law of the state. In this sense delinquency refers to the antisocial acts (as defined by law) of children and of young people under a specific age which has been determined and stated by legal statute. Other authorities feel that it is not enough for the young person to

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<sup>1/</sup>K.R. Eissler, "Some Problems of Delinquency", Searchlights on Delinquency, ed. K.R. Eissler, (International University Press Inc. New York, 1956), p. 3.

deviate from the law in order to be classified as delinquent, rather, it is necessary for him to be apprehended while doing so. Still others claim that even this does not determine whether the child is delinquent or not; these people feel the term delinquent cannot be applied until the offender has appeared in court and subsequently has been found guilty.<sup>1/</sup> For the purposes of this project it is felt that if the factors under study are present in juvenile delinquents, then they should be found in greater quantity in serious delinquents. This study will be limited to those boys who are considered to be seriously delinquent and the criterion to be used to determine boys as such will be a committal to a correctional institution by way of the court. For this reason the study has taken those boys who have been on the after-care service of the Department of Public Welfare between January 1, 1955 and December 31, 1961, and who are or have been residents in Halifax County. These boys who number 163 have been adjudged delinquent and have been at one time confined at the Nova Scotia School for Boys in Shelburne. ↗

In his recent book F. Ivan Nye<sup>2/</sup> has suggested that a research study conducted on serious juvenile delinquents would not be valid if institutional placement was the determining factor in classifying the boys as seriously delinquent. He supports this argument by stating that a good proportion of the boys sent to

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<sup>1/</sup>Clyde B. Vedder, The Juvenile Offender (Doubleday and Company Inc. 1954), p. 1.

<sup>2/</sup>F. Ivan Nye, Relationships and Delinquent Behavior, (New York: John Wiley and Sons, 1958), p.p. xii - 168.

correctional institutions are only sent because they come from areas where socio-economic conditions are poor.<sup>1</sup> The connotation being that these boys are sent to the institution for reasons other than serious delinquent behavior.<sup>2</sup> Although his argument has some validity in that it is true a large percentage of boys in correctional institutions come from poor socio-economic areas, it does not necessarily follow that they were sent there for reasons other than serious delinquent behavior. Ego psychology indicates that environmental stresses may produce personality damage, and one of the manifestations of this damage may be delinquent behavior. Poor socio-economic conditions may be considered stressful to the developing child because they would appear to give rise to conditions that increase the likelihood of critical disparities between a child's growth needs and possibilities for satisfying them. Therefore, in areas where these conditions are present it is reasonable to assume that the incidence of delinquent behavior will be greater than in areas where similar conditions do not exist. In speaking of the incidence of delinquent behavior Peck and Billsmith have stated that,

Since this kind of coincidence occurs most frequently within the most impoverished areas of the community it would seem that the connection is not an accidental one. Rather it suggests that a clear relationship exists between individual failures of adjustment and the defect in social arrangements that are so especially evident in deprived areas.<sup>3</sup>

For the sake of convenience in the remainder of this thesis

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<sup>1</sup>Harris B. Peck and Virginia Billsmith, Treatment of The Delinquent Adolescent, (Family Service Association of America, 1954), p. 11.

when referring to serious juvenile delinquents the word "serious" will be omitted.

The subsidiary study has taken that part of the total group (63) who were committed to the Nova Scotia School for Boys on more than one occasion between the years January 1, 1955 and December 31, 1961. For the purposes of this study the criterion for determining a recidivist will be a recommitment to the Nova Scotia School for Boys. It is recognized that this criterion is not an all inclusive one, because there are circumstances where the boy will actually be recommitted but due to a change of address his recommitment will be made in another province. Also, there are boys who are actually recidivists but due to their age cannot be sent to the Nova Scotia School for Boys, and therefore, they will not be included in this study.

Both the group and the subsidiary study will be limited to a consideration of only the male portion of the delinquent population. This decision was arrived at because the delinquent population is made up almost entirely of boys, and also, in the province of Nova Scotia delinquent girls receive different services than delinquent boys. In addition, since many people in the correction field believe that the nature of delinquent behavior in girls is of a different kind than that manifested by delinquent boys, it was felt that a more homogenous group would be attainable if girls were not included in the study.

Primary data for the study were collected by means of a schedule drawn up by the group and applied to the 163 case records at the Halifax Regional Office of the Department of Public Welfare.

Secondary data were obtained from census material, and from past research projects on delinquency.

For the purpose of analysis the statistical method will be used.

As was mentioned previously, six factors have been chosen which were felt to be contributory to juvenile delinquency and they will be examined in this study. It is felt that the disorganization of the family may be an important factor. Also poor socio-economic conditions, poor school achievement and frequent changes of residence will be considered as possible important factors. Retardation and the role it plays in causing delinquency in juveniles will also be studied. The absence of norms or values in the neighborhood area (anomie) will also be studied.

The major questions to be asked of the data for the group study will be: Are the factors evident in the cases under study, and of what significance are they? The questions to be asked of the data for the subsidiary study are: Between the recidivist group and the non-recidivist group are there any factors which are different and can these factors be used for predicting recidivism?

There are several limits placed on the study due to existing circumstances which could not be altered. A limit on the use of the data exists due to the fact that the time available for conducting the study is limited to a period of approximately six months in order to coincide with the school year. There are also limits existing on the gathering of data. The records which are being used were not written for research purposes, and because of the large caseloads of the workers, do not contain all the information the project required.

Also because of the lack of time there will be no direct interviewing. Finally, there is a limitation on the applicability of the findings of the study, because the groups being studied only include delinquents from the city of Halifax and Halifax county, and therefore will not necessarily be representative of the province as a whole.

The objectives of this study are to test the hypotheses and to see whether the concepts of ego psychology can be shown to apply to the cases studied.

The study is being undertaken so that the group as a whole may increase their own knowledge in the area of research, delinquency and the services provided for delinquents. It is relevant to undertake this study because the records are available and the group as student social workers are interested in this particular area of investigation. It is also necessary to participate in a research project as a partial requirement for a Master's degree in social work.

## CHAPTER II

Personality grows out of a multitude of dynamic responses to many and difficult dynamic environmental influences. It is revealed through activity as a child's or older person's inner wants, urges and impulses interact with persons or forces in his environment . . . . For the sake of convenience an individual's personality can be regarded as consisting of traits, or individual behavior qualities. These do not function separately, however, but react with one another (and with environmental stimuli) more or less consistently.<sup>1/</sup>

As the above statement implies, the development of personality is a very complex process which involves all aspects of the organism and its environment. As a starting point it can be said that all children will by virtue of their existence encounter various stresses and conflicts during their developmental years, the satisfactory resolving of which will result in a well integrated personality. These stresses stem from biological, cultural, and both physical and psychological environmental conditions.

In any given situation where personality damage is evidenced, causative factors are usually multiple rather than singular. This does not mean that some factors are not more significant than others, nor that in an individual case some single cause may not stand out as the most prominent one. For example, a child with a severe physical handicap may show defects in its personality development, however, the extent of this damage is dependent upon other factors

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<sup>1/</sup>Lester D. Crow, and Alice Crow, Child Psychology, (Barnes and Noble Inc. New York.) p. 181.

other than the physical one, such as how the parents feel about the handicap and also how the society in which the child lives looks upon such handicaps.

When examining the various stresses which children encounter during the developmental years it would appear that certain of those stresses arise in, and are most significant at a particular stage in their development. Therefore, when discussing the development of personality in children most authors find that a chronological division of the life span serves the best purpose. In keeping with this belief and for the purpose of this study the four-fold division of infancy, early childhood, childhood, and adolescence<sup>1/</sup> will be used. However, in using these arbitrary divisions it is necessary to point out that the essential characteristic of personality development is continuity and that problems of personality functioning are never solved once and for all. There is considerable overlapping from one stage to the other; for all the components of a healthy personality are present in one form or another from the beginning and the struggle to maintain them continues throughout life.<sup>2/</sup>

In view of the nature of this study and of the magnitude of discussing the development of personality almost entire attention will be devoted to what seems to be the most complex and vital area of personality development; and, that is the emotional and psychological stresses which a child encounters within his environment, and

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<sup>1/</sup>cf., Walter Coville, Timothy Costello and Febian Rouke, Abnormal Psychology (New York: Barnes and Noble Inc. 1960) p. 65. This book has also provided a general framework for this chapter.

<sup>2/</sup>cf., The Fact-Finding Report of The Mid-Century White House Conference On Children and Youth, Personality in the Making, e.d. Helen Witmer, and Ruth Kotinsky. (Harper and Brothers New York, 1952). p. 7.



specifically within the interpersonal relationships he forms. Minor emphasis will be placed on the effects of physical, cultural and biological factors. Also, since this project is limited to a study of delinquent boys only, this chapter will likewise be limited to the personality development of boys only.

For discussion purposes infancy can be taken to extend from birth to the latter part of the second year. Complete helplessness is the outstanding characteristic of this stage. During this stage the child is completely dependent upon the sources within his environment for the satisfaction of physical and emotional needs. The major areas of stress for the infant centers around "mothering" and feeding. The first relationship the infant forms is with the mother, the quality of which serves as the foundation for the forming of future relationships, and the extent to which dependency needs are met through "mothering" will have an effect on how the child will later perceive both himself and his environment. For example, if the child receives love and care from the mother which may be manifested in such things as tender handling, fondling, and attention as well as satisfaction of such biological needs as food, warmth and exercise, he will most probably develop a sense of security within himself and his environment. This sense of security may be increased if the father and other members of the family take part in meeting these needs of the infant. On the other hand, if the infant receives too little or inconsistent "mothering" he will be predisposed to the hazard of anxiety and insecurity. Also, if the deprivation is extreme and extends over a period of time, it may have the effect of rendering the child incapable of forming close

relations with people or of giving or receiving affection.

The second major area of stress the infant encounters centers around feeding. Again, the development of later security depends to a large extent on whether the infant receives satisfaction for his basic need of food. Feeding is important to the infant not only because it is biologically necessary for subsistence but also because it provides him with the opportunity to satisfy his oral drives, such as sucking. Most problems around this area originate with parental handling. For various reasons such as ignorance and tension within themselves, parents may impose a strict eating schedule on the infant, or they may restrict his oral gratifications by too early or abrupt weaning, the general effect of which is to render the infant incapable of deriving the proper satisfaction of this need. On the other hand, if the feeding situation is handled in a proper manner by the parents so that it is a time of relaxation and pleasure for the infant, anxiety and insecurity should not present themselves. It would appear that the most essential elements in proper feeding handling center around positive attitudes within the parents and in particular the mother, and also the plan the mother follows to ensure that the feeding needs of the child are met. If the child is fed according to his demands and the intervals between feedings are carefully regulated to his individual needs, problems should not arise.

The next stage in a child's development is called early childhood and begins during the latter part of the second year and ends some time in the sixth or seventh year. This period is characterized by increased growth, self-awareness and socialization. In this stage the child begins to develop independence and is no longer

completely helpless and dependent upon others for the satisfaction of his needs. Although this is the period of beginning social awareness and development, the socialization is confined almost entirely within the family constellation. As a result, conflicts which arise during this period are most likely based in one of the manifestations of this socialization process. One manifestation of the socialization process lies within the relationships the child develops with the parents. Deviations within this relationship may lead to defective personality development. One of the most common deviations of this nature is that of rejection. The reasons for rejection on the part of the parent are complex and multiple, and as a result cannot be dealt with in this study. However, it can be said that in all cases of rejection one common factor is the presence of emotional difficulties or unresolved conflicts within the parents themselves. Through parental acceptance a child begins to perceive his own self image. If an accepting attitude is not present and in its place one of rejection prevails, the self image the child develops will most likely be distorted. Rejection on the part of the parents can take many forms; it may be overt or covert, extreme or mild, consistent or inconsistent. The ultimate affect it may have on the child's future personality, will of course depend on the individual child and also on the quality and extent of the rejection.

Closely related to parental rejection is parental overprotection. When a parent is overprotective, the child's natural strivings for independence and search of new experience are stifled, and he is deprived of the opportunity to test his environment. Over-

protection may be expressed in the form of overindulgence or by rigid domination. If the child has been exposed to the excessive indulgent type of overprotection he is apt to react with selfish, demanding, egocentric behavior, show an excessive need for attention, and a lack of responsibility. He is also apt to grow up with an inability to tolerate frustration. If the child has been exposed to a rigid domineering type of overprotection he is later apt to show signs of submissiveness and inadequacy. It is also quite possible for him to assume a passive dependent role in his later relations with others. Another possible reaction to overprotection, whether it be in the form of indulgence or rigid domination, is rebelliousness which is usually manifested by hostile and aggressive behavior. Overprotection is often a manifestation of repressed rejection. While at other times, it may be a result of personal inadequacies the parents may have with regard to bringing up children.

"Evidence consistently shows that the wholesome personality development of the child takes place most smoothly when both the father and the mother are present in the home.<sup>1/</sup> The converse of this statement is also quite true. That is, if marital discord is the main characteristic of the home with divorce and separation always an imminent threat, the healthy personality growth of the child will be severely hampered. In such situations, the emotional climate of the household is so precariously explosive that the child is unable to use the situation to his benefit in developing interpersonal relations. The home being tension filled the child is unable

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<sup>1/</sup>Coville, Costello, Bourke, op. cit. 18.

to feel secure within its confines and because of this he is apt to evaluate the world in general as a dangerous and insecure place. As was mentioned, marital discord also often leads to separation and divorce and when this is so it provides the base for further insecurity in the child, creates a situation where the child is faced with conflicting loyalties, and leaves him with a lack of adequate models for proper ego development. Another problem that arises for the child when one of the parents leaves the home, whether it be because of separation, death or extended absence, is the feeling of guilt. This is extremely important if the parent is the father and at the time the child is in the stage of active competition and aggression (Oedipal) with him. The guilt feelings would arise from the fact that the child would feel responsible for the absence of the father.

Another very important area of concern in early childhood is the necessity on the part of the child to integrate and accept external authority and discipline. In the infant stage of development, deprivations felt by the child were usually limitations resulting from his own limited physical development, whereas in this stage he begins to have limitations placed upon him from an outside source, namely his parents. The degree to which he is able to accept these limitations will depend a great deal upon the quality of his past relationship with his parents and on how the limits are imposed. For the child this is the beginning of a long process of developing within his personality, standards and values which society will demand of him. Therefore, the degree of success the child has in this first experience with external limits will determine or at least affect how he will be able to accept later limits placed upon

him by society. If the parents apply limits in a kind and warm manner, and the limits themselves are appropriate to the child's level of development and understanding, then the child will develop a sound foundation for the acceptance of further limits in the future from other sources in the environment. However, if the parents engulf the child with numerous limits which are beyond his comprehension, and if they are rigidly enforced the child will respond with either rebellion or oversubmissiveness. Of equal harm to the child is when parents neglect to impose sufficient limits and/or impose them in a haphazard manner. In such cases the child is apt to grow up with an inability to tolerate frustration and therefore finds it difficult to adjust to the later demands of society.

One of the major areas in which a child receives an imposition of limits is that of toilet training. If handled in a mature and calm manner by the parents, the child may benefit from the experience, and his feelings of security will be enhanced. Studies have shown that if a small child is well loved and secure and is simply given the opportunity and time, he will automatically train himself in the control of these basic body functions. This comes about as a result of the child's identifying with the wishes of a loved parent, and it is the first sign of loving co-operation and educability in the baby.<sup>1/</sup> When the converse of this takes place and the child is forced to comply too early or is rigidly trained, thus producing a stressful situation for him, later personality

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<sup>1/</sup>cf., Lois B. Murphy, "Childhood Experience In Relation to Personality Development," Personality and The Behavior Disorders, e.d. J. McV. Hunt, (New York: The Roland Press Company 1944) p. 670.

damage may be imminent. For example, the child may be left with a feeling of fear for all new experiences or he may evidence compulsiveness concerning personal habits.

Another problem that may arise at this stage centers around unresolved conflicts of sexual development. Although during infancy the child is aware of his own sex organs it is not usually until this stage of development when he begins to notice and be curious about sex differences that problems arise. Parental attitudes toward the child's increased interest and noticeable curiosity have a great affect on whether this new experience will be stressful for him, and whether later personality damage will be forthcoming because of this stress. If the child is made to feel guilty about this new interest his whole attitude towards the sexual function may be distorted in later life. During this stage also the boy may tend to become overly attached and involved with the mother. In such cases, not only is the father excluded from attention but, he may also be looked on by the boy as a rival. Of course, the intensity of these feelings will vary with each child, but as a rule will subside without interference. Occasionally because of varying circumstances, for example, a traumatic sexual experience, this feeling will not be met satisfactorily by the child and as a result his later sexual adjustment may be affected. This early sexual adjustment may have a determining affect on a child's later relations with the opposite sex; it could also affect his capacity to exchange love and affection. However, this whole situation can be made unstressful for the child if the parents react to his new interest and curiosity in a mature and sensible way, looking on this aspect of the child's development as just another

phase of his entire learning process.

In early childhood the child discovers that when he becomes angry for some reason, such as frustration, he can respond to this stimulus with aggression. The response that this aggression evokes will have a great effect on his total personality development. His later patterns of control will be a result to a large extent of the repeated experiences he has had in childhood with aggressive expression of hostility. Wise parents will help children to understand that feelings of hostility and anger are natural, but that their expression in aggression must be controlled. If the child is made to repress this normal aggression and to feel that hostile feelings in themselves are wrong, he may develop an extremely limited and inhibited pattern of behavior, or may react to this arbitrary control with open rebellion. Also, if parents impose no restrictions on a child's aggressive expressions it is unlikely that he will ever develop any control over these expressions.

During early childhood, as was mentioned previously, the child's interpersonal relations are restricted almost exclusively to members of the immediate family. Interactions between the child and the parents have been discussed but some mention should also be made of sibling relations because they too can be a source of stress. Within these relations, conflicts appear to arise out of rivalry for parental love. This is a natural occurrence and is almost bound to occur in all families. Certain factors, such as ordinal position, seem to affect the degree of rivalry that will exist. Also, parental handling will affect the degree of adjustment the child will be able to make with this conflict. If the parents handle the situation in



a reasonable manner, avoiding taking of sides and favoritism, the child should not suffer any damage in his personality development. However, if the converse is true and the child does not satisfactorily solve this conflict, he may react with increased insecurity, hostility and regression.

The next stage in the child's development is referred to as late childhood and it usually extends from the age of seven until puberty which normally takes place somewhere between the ages of twelve and fourteen. Prior to this stage the child's crucial adjustments were confined to those within the family. However, in this stage the child's environment is extended, and therefore he is faced with the need for adjustment outside the family constellation.

It would appear that one of the crucial areas of adjustment in this period of life centers around physical development. If the child has some type of physical limitation in the form of a handicap or a discrepancy in growth a very real adjustment problem may result. During this stage the child is beginning to move about and participate in activities away from the home. With the presence of physical limitations he will almost always be subjected to criticism and ridicule from his peer group. The effect this may have on the child usually bears a direct relationship to the amount of security he was able to obtain from his relations within the family unit earlier in life. It must be emphasized that the physical maladjustment does not in itself prevent healthy personality development (although it may increase the difficulties of attaining such) rather it is the interplay of other factors, the most immediate of

which appears to be the attitudes of the people in his environment. Compensation seems to be the most common way of solving the physical limitation and this may be manifested by excelling in some other area of achievement, or it may act to provoke hostility in the child, as a result of which he reacts with aggression.

✓ Outside of adjustments within the family the most compelling of all adjustments is within the realm of having to go to school. Not only is the child by necessity separated from his parents at this time, but he is also placed in a group situation that is more complicated than he has ever experienced before, and he has to meet the expectation that he will conform to certain behavior patterns as a member of this larger group. Although this presents a potential source of stress, mature attitudes and handling on the part of both teachers and parents have a determining influence in whether this new experience will be a positive or a negative one in his development. Problems which arise around school adjustment are seldom the result of the school situation itself but rather maladjustment in earlier stages of growth which are precipitated by school centered stresses. For example, children who have accepted clear authority from parents usually are able to accept the new authority of the school, while children who have had a great deal of freedom either through permissiveness or through neglect are apt to find the new situation more demanding and stressful.

Going to school often means more independence, for example, going around town or shopping for the family, all of which means an exposure to a wider cultural field which may present new enforcement of old experiences or new conflicts. In general, it may be said that

the whole school and learning experience itself means something different for each child, depending upon the pattern of his identification with the achievement values and successes of parents, and with the emotional connections which are made between the school situation as a whole, and the pattern of values and resistances or anxieties which the child brings to school.

During the late childhood years the process of socialization becomes more complex and more important to the child. At this time we see the boy entering groups and developing friends therein and by doing so, he is able to develop new social skills such as "fair play" and observance of rules and regulations. Personality development may be hindered if the boy is unable to engage in such activities. For example, if the boy's free time is restricted by long hours of household chores, he will be unable to devote the time that is necessary for participating in group activities, and as a result a feeling of resentment may develop in him. This same result may be seen also if parents force boys into activities which they do not want to participate in. This socialisation process may have both a good effect or harmful effect on the boys who have entered this period with prior maladjustments. For example, the shy and inadequate child may be helped to overcome these difficulties with satisfying group experiences. Likewise, the selfish egocentric child may be taught from the group to suppress his own demands in preference to the groups'. However, in reality these good results are not always borne out and frequently the problems a child enters the group with are intensified by the actions of other group members, such as ridicule and bullying.

The next and final stage of development which will be discussed

is that of adolescence. For boys this stage usually begins during the twelfth year, however it is not uncommon for this age to vary between the eleventh and fifteenth year. The onset of this period is accompanied by a series of physiological changes which combine to move the boy closer to biological maturity. Accompanying the physiological changes are psychological changes which evidence themselves in such things as changing attitudes towards themselves and their environment and the emergence of new interests.

The physiological changes which occur during adolescence are natural changes which will occur in all children. The significance of these in regards to personality development lies not with the changes themselves, but with the specific time and order in which they occur, and also with the child's reaction to these changes. For example, some children will experience these changes much earlier than their friends, thereby setting them apart as being "different"; and, if these early changes are accompanied with an ignorance of their meaning, the child may become quite embarrassed and guilty. Conversely, some children do not experience these changes until later than their peers. As a result, they may become self-conscious and feel inadequate about this lag in development. Parental understanding and intelligent handling of these situations will greatly help to lessen the difficulties at this time. Most of the physical changes which occur at this time are the ones which result in sexual maturity. Therefore, the reaction to these changes and to the sex impulse itself can be a source of great stress to the adolescent, particularly again if parental handling and attitudes are negative and guilt provoking. If these problems of physical change are not

satisfactorily solved later problems of social and sexual adjustment may result.

During adolescence psychological changes are also very prevalent and as in the physical changes the individual's adjustment to them is very important for healthy personality development. One of the most common areas in which problems arise centers around the adolescent's changing need to demonstrate independence. He no longer wishes to be dependent on his parents; however, in reality he must temper his desire for independence with a certain amount of control and authority from adults and in particular his parents. Very often conflicts over authority relationships arise and problems result. If parents allow independence too soon or if they withhold it too long adjustment problems may follow which could affect later personality make up. Adolescents being faced with these new biological and psychological changes tend to become preoccupied with thoughts of themselves. As a result they often appear to be selfish and egocentric. However, if the home environment is understanding and satisfactory group activities are experienced, the boy will pass through this stage. On the other hand, if the opposite is true, his life during this period may be dominated by his egocentric demands.

It would appear that there are areas of adjustment which the adolescent faces and must solve satisfactorily, and in order to do so, a high degree of frustration tolerance is necessary because in each area he will face disappointments and set backs. These areas center around socializing, the sex impulse and questions of vocation. Only by way of a process of trial and error will the adolescent make satisfactory adjustments in each. There are however, factors in each which if present will interfere with the nature of the adjustment.

For example, the adolescent will find it extremely difficult to make comfortable adjustments in the sexual area if his physical development is delayed or if he has over-restrictive control by parents. Likewise, adjustments in the vocational area may be hampered by a lack of proper guidance, indifference of parent and individuals, and a lack of the proper facilities which are necessary for vocational pursuit. With the gradual adjustment to these three areas, the developmental process begins to take on its completed form and the adolescent moves toward maturity. However, the time which evolves between the initial contact with these situations and the satisfactory adjustment to them varies considerably from one person to another. Often persons make this transition to maturity in late adolescence; however, it is not uncommon to see much older persons who seem to be still experiencing difficulty in reaching maturity. Probably the most common occurrence is a very gradual transition in which the personality is composed of both mature and immature traits.

In discussing the development of personality through the various stages, mention was made of certain types and kinds of damage that may result if stresses and conflicts are not handled satisfactorily by the individual concerned. However, it was not pointed out specifically how a delinquent personality may result from such maladjustments. This has been done purposefully to avoid repetition in the presentation. For in general, it may be said that where personality damage is present the symptoms which manifest this damage may be multiple of which delinquent behavior may be one. For example, rejecting parents may produce a state of anxiety in a child and this anxiety may be manifested in a neurotic symptom, such as

enuresis or it may be manifested in aggressiveness which could lead to stealing and which would then be considered delinquent behavior. It may be further generalized that throughout all stages of development when the individual suffers deprivation (especially in the specific areas which were described as being the crucial areas of adjustment in each developmental stage) which leads to frustration, one reaction to this may be hostile aggression; and, it is this reaction which usually leads to delinquent behavior. "Bender<sup>1/</sup> has defined aggression as "a symptom complex resulting from deprivations which are caused by developmental discrepancies in the total personality structure such that the constructive patterned drives for action in the child may find inadequate means of satisfaction and result in amplification or disorganization of the drives into hostile or destructive aggression". As was mentioned previously the extent and duration of the deprivation, at any age level will affect the degree of disturbance and likewise the manifestation of the disturbance. Also, the greater the actual number and frequency of all sorts of depriving experiences the greater will be the likelihood that serious aggressive behavior will be present.

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<sup>1/</sup>Lauretta Bender. "Genesis of Hostility in Children" American Journal Of Psychiatry, Vol. C.V. No. 4 (1948) p. 242.

### CHAPTER III

#### THE DELINQUENT GROUP RECIDIVIST AND NON-RECIDIVIST

'It is believed that there are factors within a child's environment which may lead to personality damage and which may in turn result in delinquent behavior.' By studying a group of delinquents these factors should appear more evident than in non-delinquent boys. It is further believed that these factors will appear in more evidence again, in delinquents who are recidivists as compared with those who are not.

This chapter will consist of an examination of factors as they appear in a group of 163 delinquent boys from Halifax county who have been on after-care services of the Department of Public Welfare at some time between January 1, 1955 and December 31, 1961.

Two main sub-groups combined to form the total group of 163 boys. One group consists of 100 boys or 61.3% of the total who had but one commitment to the Nova Scotia School for Boys, and these boys will be referred to as the non-recidivist group. The other group consists of 63 boys or 38.7% of the total group who had more than one commitment to the Nova Scotia School for Boys and will be referred to as the recidivist group. Of the total recidivist group 47 or 74.6% had two commitments; nine or 14.3% had three commitments and the remaining seven or 11.1% had four commitments.



The pertinent factors will be examined as they appear in the total group, the non-recidivist group and the recidivist group. However, before doing this a general description of the boys studied will be given.

For the total group the age at time of commitment to the Nova Scotia School for Boys ranged from seven to sixteen years, with the exception of eight boys who were over the age of sixteen when committed but whose offences occurred earlier. Out of 128 boys whose ages at commitment were recorded 93 boys, 72.7% fall within the age range of twelve to sixteen years; 28 boys or 21.9% were between the ages of seven and twelve years when committed. This would seem to indicate that by far the majority of the boys included in the study were in the adolescent age range.

In the non-recidivist group of the seventy boys who had their ages at the time of commitment recorded 55 boys or 78.6% were between the ages of twelve and sixteen, while seven boys or ten percent were between the ages of seven and twelve years when committed. The remaining eight boys were over sixteen at time of commitment.

In the recidivist group of the 59 boys who had their ages at the time of first commitment recorded 38 or 65% fall within the age range of twelve to sixteen years. The remaining 21 boys or 35% were between the ages of seven and twelve when committed. These figures indicate that a greater percentage of recidivists (25%) were committed at a younger age than non-recidivists. From this it is assumed that damaging factors were stronger, and showed earlier in the recidivists.

The average number of court appearances for the total group was 2.85. Forty boys or 25% of the total had only one court appearance while 48 or 29% had two court appearances. Only three boys had eight court appearances and the remainder varied between three and seven. This shows that the majority of the delinquents had two or less appearances. It is felt that the average number of court appearances for the recidivist group would be higher than for the non-recidivist group, however, it was not feasible to check this from the data assembled.

To get a sense of the types of offences that were committed 163 first offences were examined. It was found that the great majority of boys committed one of three offences: break, enter and theft, truancy and theft. In the total group 103 or 66.2% of the offences committed were one of these three. In the non-recidivist group 59 or 59% of the offences committed were one of these three. In the recidivist group 49 or 77.7% of the offences committed were one of these three. This would indicate that a higher concentration of these offences were committed by the recidivist group.

In each group the majority of boys remained in the Nova Scotia School for Boys for a period between six and twelve months. Of the total group 85 boys or 53.4% were confined for this period of time. Of the non-recidivist group 58 boys or 58% had similar lengths of stay in the school. While in the recidivist group 29 boys or 46% spent between six and twelve months in the school. It is also significant to observe that 22% of the non-recidivists had commitments of less than six months as compared with 9.8% of the recidivists. Also of note is that 14.3% of the recidivist group remained in the

institution for a period of over eighteen months, while none of the non-recidivists had confinements of this length.

In studying the delinquents there were several factors which were felt to be significant in that they might have played some part in affecting their personality development and subsequent behavior. However, for the purposes of this study only those factors which are most readily measured and those which could be expected to be included in the case records were studied. The factors chosen for examination may be divided into four major aspects; those which affect them through their families and their family structure; those which affect them through environmental conditions; and finally those which affect them through their school achievement and performance.

It is felt that one area of direct influence on delinquents may be their position in the family constellation. The Glueck's<sup>1/</sup> have found that lone children, first, and last children are least likely to become delinquent.

Contrary to the Glueck's findings,<sup>2/</sup> Table I illustrates that the oldest, second oldest and to lesser degree youngest and third children in the family tend to become delinquent. However, in making this observation it must be recognized that the group classified as oldest represents a distortion. This results from the fact that every family regardless of the number of children have an oldest child. Table I also illustrates that a difference in ordinal

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<sup>1/</sup> Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency, (New York: The Commonwealth Fund, 1951). p. 133.

<sup>2/</sup> Ibid., p. 133.

TABLE I

DISTRIBUTION OF 116 OUT OF 163 BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, ACCORDING TO ORDINAL POSITION AND RECIDIVISM

Ordinal Position	Total Delinquent Group 116 <sup>a</sup>	Non-Recidivist Group 73 <sup>b</sup>	Recidivist Group 43 <sup>c</sup>
Total Percent	100.0%	100.0%	100.0%
Oldest	39	28	11
Second	24	16	8
Third	13	9	4
Fourth	3	1	2
Fifth	3	1	2
Sixth	2	1	1
Seventh or Later	4	2	2
Only	11	4	7
Youngest	17	11	6

<sup>a</sup>/Of the total group (163), 47 cases had nothing recorded indicating ordinal position. Therefore the total number appearing in the table is 116.

<sup>b</sup>/Of the non-recidivist group 27 records had nothing recorded indicating ordinal position. Therefore the total number of non-recidivists appearing on the table is 73.

<sup>c</sup>/Of the recidivist group 20 records contained no information indicating ordinal position. Therefore the total number appearing in the table is 43.

position between the recidivist and non-recidivist groups is evident in each category. With the exception of two categories, these differences appear to be only minor. The significant differences occur in the only child and the oldest child positions. Ten point eight percent more recidivists were only children while 12.8% more non-recidivists were oldest children. This difference would seem to indicate that when only children become delinquent they do so more seriously than others. Their problems usually stem from excessive parental attention which result in unhealthy intra-family relationships. Quite often these boys do not associate with their peers and they usually have difficulty adjusting to group situations. Whereas in oldest children, relationships with parents are usually sound and difficulty arises not because of serious pathology but rather from a lack of the proper combination of parental supervision and control.

Another factor which may affect the boys directly is that of intellectual inadequacy. Children who are intellectually deficient will by nature of this constitutional or acquired inadequacy be more apt to meet situations in their total environment which may produce stress and which may contribute to resulting delinquent behavior.

Borderline intelligence according to the Revised Stanford Binet Test is considered to be eighty. Those below eighty in intelligence are considered to be retarded or deficient. Table II illustrates that a greater number of the delinquents under study are retarded as compared with the general population. It is also significant to note that in no category did the delinquent group compare favorably with the general population. A limitation to this observation is one that applies to any intelligence test and that is such tests are not

TABLE II

DISTRIBUTION OF 110 OF THE 163 BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 FOLLOWING COMMITMENT TO THE NOVA SCOTIA SCHOOL FOR BOYS, ACCORDING TO INTELLIGENT QUOTIENT AND RECIDIVISM

Intelligent quotient	Total Delinquent Group		Non-Recidivist Group		Recidivist Group		General Population <sup>a/</sup>
	110 <sup>b/</sup>	100.0%	60 <sup>c/</sup>	100.0%	50 <sup>d/</sup>	100.0%	
Total:	36 <sup>e/</sup>	32.7	10	16.7	26	58.	8.9
Percent:							
Below 80							
80 - 90	36	32.7	29	48.3	7	14.	16.1
91 - 110	34	30.9	19	31.7	15	30.	50.0
111 - 119	3	2.7	2	3.3	1	2.	16.1
120 and over	1	.9	-	-	1	2.	8.9

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

b/ The IQ's of 53 of the original group of 163 boys were not recorded.

c/ The IQ's of 40 of the non-recidivist group of 100 boys were not recorded.

d/ The IQ's of 13 of the recidivist group of 63 boys were not recorded.

e/ Twenty-two boys had an IQ between 70 and 79; 12 boys had an IQ between 60 and 69; and two boys had IQ's between 50 and 59.

1960/1961

culturally or socially stratified. This may have affected and distorted the actual scores attained by the delinquents who, as will be shown in tables VI and VII, come from generally low social and economic groups. Another limitation to this observation concerns the relation between test results and the rapport that exists between the examiner and the person being tested. It is felt that where the rapport is poor the persons tested usually underachieve in testing. Most of the delinquents with intelligence quotients shown in Table II have been tested at the Nova Scotia School for Boys soon after their arrival. In general, it is assumed that testing under such circumstances would not be conducive to the establishment of positive rapport. Despite these limitations it is felt that there still exists a significant difference between the intelligence of the delinquent group and the general population. Table II also illustrates the wide margin of difference between the recidivists and non-recidivists. The most significant difference lies in the fact that 35.3% more recidivists are retarded than the non-recidivists. Also 34.3% more non-recidivists attained an intelligence quotient between eighty and ninety than the recidivists. It is also significant to note that the one boy who had an intelligence quotient over 120 was a recidivist. In general these differences would seem to indicate that brighter children have less chance of becoming recidivists than dull or retarded children.

One factor which would seem to influence delinquents indirectly through their family structure is the size of the family. A combination of poor economic resources (see Table VI) and large families would tend to create more stressful situations for the

TABLE III

DISTRIBUTION OF 139 OUT OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE, BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, ACCORDING TO SIZE OF FAMILY AND RECIDIVISM

<u>Size of Family</u>	<u>Total Delinquent Group</u>	<u>Non-Recidivist Group</u>	<u>Recidivist Group</u>
	129 <sup>a/</sup>	80 <sup>b/</sup>	49 <sup>c/</sup>
<u>Total:</u>	100.0%	100.0%	100.0%
One child	11	4	7
Two children	19	16	3
Three children	15	10	5
Four children	21	14	7
Five children	12	4	8
Six children	9	8	1
Seven children	11	6	5
Eight or more children	31	18	13
	8.7	5.0	14.3
	14.7	20.0	6.1
	11.6	12.5	10.2
	16.3	17.5	14.3
	9.3	5.0	16.3
	6.9	10.0	2.1
	8.5	7.5	10.2
	24.0	22.5	26.5

<sup>a/</sup>The family size of 34 of the total group of 163 boys was not recorded.

<sup>b/</sup>The family size of 20 of the non-recidivist group of 100 boys was not recorded.

<sup>c/</sup>The family size of 14 of the recidivist group of 67 boys was not recorded.



children involved. Table III illustrates that the majority of the delinquents included in this study came from families with four or more children. In the non-recidivist group, 62.5% of the boys came from families with four or more children, and included in this group were 22.5% who came from families with eight or more children. The recidivist group came from slightly larger families, 67.1% of the boys came from families with four or more children, and included in this group were 26.5% who came from families with eight or more children. Compared with the delinquent group the average number of children per family in Halifax county in 1951<sup>1/</sup> was 2.4. This would indicate that the delinquent families were considerably larger than families in the general population. As was mentioned previously a combination of large families and limited financial resources tend to create stressful situations for the children because the possibilities of satisfying their growth needs are very much lessened. /

Table III also illustrates that 9.3% more recidivists than non-recidivists came from families with only one child. Again as was the case in the ordinal position of the delinquent, this may indicate that delinquents who are only children have a tendency to be more seriously delinquent than otherwise when they do become delinquent.

/ It is also interesting to note in Table III the difference between the recidivist and non-recidivist figures for families of two children. / Almost all the delinquents coming from families consisting of two children were non-recidivists. The explanation for this is not known, however, it does point to the fact that children coming from families of this size have a tendency to be less seriously

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<sup>1/</sup>Census of Canada, 1951, Volume III, Table 131.

delinquent when they do become delinquent.

Another factor which it was felt could influence the delinquent by way of family influence was the marital stability of the parents. By examining the marital status of the delinquents' parents conclusions may be drawn regarding marital and family stability.

Table IV illustrates the variation which exists between the marital status of the delinquents' parents and the marital status of parents in the general population of Nova Scotia. It can be seen that a smaller percentage of delinquents' parents are together and a larger percent separated than in the general population. This would indicate greater marital instability on the part of delinquent families. Such instability in families can create tension and stress for children. When parents are having difficulties with their own relationships the children often become the objects of displaced aggression and hostility. This may result in the children reciprocating by displacing their own feelings of instability on other people and things in an anti-social manner. Also when children are not able to obtain their affectional needs in the home due to marital conflict they may seek to fulfill these needs outside the home by associating with delinquent peers. Therefore, it is felt that instability arises not only as a result of the actual separation but also as a result of the unrest and tension which precedes the separation. Table IV also illustrates that a higher percentage of the delinquents' parents are widowed as compared to the general population. Again since being widowed implies the absence of one of the parent figures the children's needs in some areas will not be met and their reactions to these felt unmet needs may be anti-social or delinquent behavior.

TABLE IV

DISTRIBUTION OF 137 FAMILIES OF DELINQUENTS, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE, BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961, BY MARITAL STATUS AND RECIDIVISM AT TIME OF FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS COMPARED TO 1951 CENSUS DATA

Marital Status	1951 Census <sup>a/</sup>		Total Delinquent Group	Non-Recidivist GROUP		Recidivist Group
	Familiar with Children	100.0%		94	100.0%	
Total:	103,317	100.0%	137	94	43	
Percentage:	-	100.0%				100.0%
Parents together	8,870	86.0	85	62	24	55.8
Parents separated	6,726	6.5	35	17	13	30.3
Widowed	6,853	6.6	17	13	4	9.3
Divorced	331	0.3	2	1	1	2.3
Unwed	535	0.5	0	-	-	-
Other			3 <sup>b/</sup>	1	1	2.3

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

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

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Table IV also points out the variation between the marital status of the parents of the recidivist and non-recidivist groups. Greater marital instability is indicated in the recidivist group by a higher percentage of parents being separated than in the non-recidivist group. This indicates that the possibility of recidivists reacting to the resulting instability with serious delinquent behavior is greater than it is for the non-recidivists. Another interesting variation shown in Table IV is that the percentage of widowed parents is greater in the non-recidivist group than the recidivist group. This may be explained by the fact that the relationship between the children and their widowed parent is basically sound since widowhood does not necessarily imply previous marital conflict as separation does. Therefore, when children of a widowed parent do get into difficulty it is usually of a less serious nature than the difficulty of children whose parents have separated. A further analysis of defective family structures shows that the absence of the father from the home during the child's developmental years may be contributory to juvenile delinquent behavior. It would also appear that a direct relationship exists between the reasons for the father's absence and the seriousness of the delinquent behavior.

Table V illustrates that the most common reason for the father's absence was separation. Surprisingly however, after describing the affect separation may have on a child earlier in this chapter this table indicates that of the delinquents whose fathers were absent due to separation the greater majority were non-recidivists which would suggest that they were less seriously delinquent. Just as surprising was the fact that all the boys whose fathers were absent

due to desertion were also non-recidivists.<sup>0</sup> It was expected that due to the severity of the emotional trauma that boys of such families experience, when they become delinquent it would be of a very serious nature or that they would most likely become recidivists. One explanation that can be offered for this seemingly reversal from theory is that the numbers shown in Table V are quite low and as a result are not statistically valid. It is believed that if it had been possible to study a larger number of boys it would be found that the majority of those whose fathers are absent due to separation and desertion would be recidivists. Another explanation might be that most of these absent fathers have only been absent during recent years and therefore the deprivation suffered by the child would not be as great as if the absence had occurred early in the developmental years.

Table V also illustrates that a majority of the boys whose fathers were absent due to the fact that they were not married to the mother were recidivists.<sup>1</sup> This may be an indication that boys of such parentage suffer greater emotional deprivation when the fathers are absent. The reason for this is two-fold. First in situations such as this the father is usually absent for the entirety of the child's life and as a result the child has no opportunity at all to identify with a male figure who holds any significance to him. Also coupled with the deprivation stemming from the actual absence of the father is the strong social stigma which the child must face by virtue of his illegitimacy.<sup>2</sup> Such stigma has a tendency to produce feelings of insecurity in the child which are often manifested in overt hostility towards society,<sup>3</sup> and this in turn may constitute

TABLE V

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

<u>Cause of Absence</u>	<u>TOTAL</u>		<u>Non-recidivist</u>		<u>Recidivist</u>	
	<u>No.</u>	<u>Percentage</u>	<u>No.</u>	<u>Percentage</u>	<u>No.</u>	<u>Percentage</u>
TOTAL:	66	100.0%	41	100.0%	25	100.0%
Divorce:	4	6.1	2	4.8	2	8.0
Desertion:	3	4.5	3	7.3	-	-
Separation:	26	39.4	17	41.5	9	36.0
Death:	18	27.3	12	29.3	6	24.0
Not Married to Mother:	15	22.7	7	17.1	8	32.0

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delinquent behavior.

Another factor which was examined because it was felt to be contributory to delinquent behavior was the incidence of working mothers. The significance of this factor lies in the belief that if a mother is away from the home working for long periods of time during the child's developmental years, she is often unable by virtue of the time element alone to provide for both the emotional and physical needs of the child. It is further believed that by working away from the home a great demand is made of the mother's energy so that she is often physically incapable of exerting the energy required to meet the needs of her growing child.<sup>1/</sup>

/ In the total group studied it was found that 62 boys or 38% had mothers who had a work history. Compared to this percentage is the 1951 Census data for Nova Scotia which shows that only 8.4% of the married women were working.<sup>1/</sup> However, a limitation exists in this comparison since a subsequent survey of married women working for pay in eight Canadian cities of which Halifax was included showed that only 56% of these women had dependent children.<sup>2/</sup>

✓ To determine if there were any significant differences between the group of delinquents with working mothers and those without, the role of recidivism in each was examined as this would seem to indicate the pattern of delinquency. In those boys with working mothers, 26 or 42% were recidivists whereas of the 101 other boys there were 37 or 36.6% recidivists. The variation in these two percentages would not seem to indicate any great difference in the

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<sup>1/</sup>Department of Labor of Canada, Women At Work In Canada, 1958, p. 171, Table 12.

<sup>2/</sup>Margory King, "Mothers Working Outside The House" Canadian Conference On Children, 1960, p. 1.

delinquent pattern already established.<sup>1/</sup>

Factors within a child's physical environment are also thought to be contributory to delinquent behavior. Lack of sufficient financial resources and the subsequent problems which result from this lack may be considered as such a factor. When the economic security of a family is constantly threatened by insufficient wages or unemployment the emotional security of the family will also be affected. Parents who are worried about such problems will transmit some of their own fears and feelings of insecurity to their children. If these conditions persist over a long period of time the children's personality growth may be adversely affected./

Table VI shows that the majority of the delinquents' fathers were employed as unskilled laborers. Compared to the census figures for the general population the number of delinquents' fathers employed in unskilled labor was 41.8% more./ Unskilled laborers in our economy have very little job security and their income is at best, marginal./ Therefore it is reasonable to assume that in general the delinquent population has much less economic security than the general population./ It is also interesting to note that a greater percentage of the fathers of non-recidivists were employed in unskilled labor than the fathers of recidivists. This would seem to indicate that economic insecurity is not a vitally important contributing factor to very serious delinquent behavior as that which is manifested in recidivists.

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<sup>1/</sup> Lawrence Callant, Juvenile Delinquency And Working Mothers (Unpublished Master's thesis, Maritime School of Social Work 1962)



TABLE VI

DISTRIBUTION OF 78 OUT OF 163 BOYS FROM HALIFAX COUNTY ON AFTER-CARE SERVICE, OF THE DEPARTMENT OF PUBLIC WELFARE FROM JANUARY 1, 1955 TO DECEMBER 31, 1961 BY FATHER'S OCCUPATION AND RECIDIVISM COMPARED WITH 1951 CENSUS DATA FOR HALIFAX COUNTY

Occupation	1951 Census Data <sup>a</sup>	Total Delinquent Group	Non-Recidivist Group	Recidivist Group
Total	47,634	78	42	36
Percentage	100.0%	100.0%	100.0%	100.0%
Primary except Agriculture	1,684	1	1,2	1
Manufacturing & Mechanical	6,052	5	6,4	1
Construction	4,617	10	14,2	4
Transportation	5,804	3	3,9	3
Trade and Finance	2,374	5	4,8	3
Personal Service	1,963	3	2,4	2
Service Personnel	8,151	7	9,5	3
Clerical	3,877	4	2,5	3
Laborer	4,701	40	57,1	16
Other	8,911	-	-	-

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

It is generally recognized that juvenile delinquent behavior is influenced by the physical condition of the dwelling, the slum type of neighborhood, the housing shortage.<sup>1/</sup> When families are crowded together in low standard dwellings, unfortunate experiences will inevitably arise which may have a detrimental affect on the children's personality development. Parents and children alike have no privacy, children are able to observe at close hand parental quarreling, tensions mount, and as a result the children are often the recipients of displaced hostility. It is in situations such as this that children often feel compelled to spend as little time as possible in their homes and seek to meet their unmet needs within a juvenile gang.

Table VII illustrates very clearly that the delinquent population has a much higher rate of persons per room than the general population. This would indicate that the incidence of overcrowding is greater in the delinquent population. It is also significant to note that a much smaller percentage of families in the delinquent population owned their own homes as compared with the general population. This would seem to indicate again the lower economic stability of the delinquent population.

Due to the fact that crowded living facilities do not necessarily indicate a deep rooted disturbance in family relationships it is felt that there would be very little difference between the recidivist and non-recidivist groups in regards to the incidence of this factor. Unfortunately, however it was not feasible to examine this from the data.

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<sup>1/</sup> Vedder, op. cit., p. 53.

TABLE VII

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

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

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

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

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

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

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

1 Closely associated with this last factor are the "neighborhood influences" which may also contribute to a child's becoming delinquent. If a child is brought up in a neighborhood characterized by high crime rates, moral laxity and a general disregard for legal authority, it is very possible that healthy personality development will be hindered. For during the developmental years the child is striving to incorporate the values of others into himself. Therefore, if a child lives in an area where unsuitable values are prevalent, then it is quite possible that these values will be incorporated by him. This situation is particularly true if the child's immediate family does not provide stable adult figures with whom he can identify, and as a result he must turn to the neighborhood for the satisfaction of this need.

2 Of the delinquent group studied it was possible to record the general neighborhoods of eighty boys. Of this group eighty percent came from neighborhoods within the city which are considered to be very poor for residential living. These areas are mainly industrial and commercial zones. Most of the private living accommodations in these areas are of very poor quality and are highly crowded. Of the eighty percent of the delinquents living in these areas there is very little difference between the percentage of recidivists and non-recidivists. This would seem to indicate that poor neighborhood conditions are contributory to delinquent behavior. However, it does not seem to be a deciding factor in causing a delinquent to become a recidivist. This may be explained by the fact that adverse neighborhood influences are mainly physical or situational factors and do not actually create the gross pathology which the recidivist

shows.

Frequent changes of residence might also be considered an important factor in influencing delinquent behavior. When a family changes their residence many times over a period of years a disturbing affect may be evidenced in the children of the family. Frequent moves will disrupt the children's socialising activity because relationships which they have been able to form within their peer group will usually dissolve with each move. Their school attendance will also be disrupted, and they must frequently bear the burden of adjusting to new schools and teachers. It is significant to understand why families find it necessary to move several times within the same city over a period of years. In general it can be said that this type of behavior indicates lack of family stability. Furthermore if the parents are unstable this may be transmitted to the children who may likewise become unstable.

Table VIII illustrates the number of moves made by the different delinquent groups. It is interesting to note that 77.2% of the non-recidivists had one or less moves whereas only 61.1% of the recidivists were found in these categories. The difference between these two percentages seems significant enough to suggest that the recidivist families were less stable than the non-recidivists. Also of significance is the fact that only 4.4% of the non-recidivists had six or more moves as compared with 12.9% of the recidivists. Although this difference is not very great these percentages might suggest that the greater the number of moves a boy has the greater are his chances of becoming a recidivist. However, in making this observation it must be emphasized that the actual moves

TABLE VIII

DISTRIBUTION OF 146 OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE FROM JANUARY 1, 1955 TO DECEMBER 31, 1961  
BY NUMBER OF MOVES FAMILY MADE AND RECIDIVISM

Number of Moves	No. of Families	No. of Delinquents	No. of Non-Recidivists	No. of Recidivists
Total	130 <sup>a/</sup>	146 <sup>b/</sup>	92	54
Percent	100.0%	100.0%	100.0%	100.0%
None:	67	49.3	48	24
One:	28	21.8	23	9
Two:	9	6.9	5	5
Three:	8	6.2	6	5
Four:	6	4.6	5	2
Five:	3	2.3	1	2
Six or more:	9	6.9	4	7
		7.6	4.4	12.9

<sup>a/</sup>The difference in the figures for number of families and numbers of delinquents is due to there being fourteen families with two delinquents and one family with three.

<sup>b/</sup>Schedules on seventeen delinquents gave no information about moves.

are not as significant to the children as are the connotations which these moves hold in regards to parental and family stability.

The last factor which will be considered in this chapter is the one dealing with school achievement or progress. This factor has been left until last because it is felt that difficulties in school are to a large degree the result of prior influences of other factors in the child's environment, as well as a contributory cause of delinquent behavior. If a child has been influenced by these other factors earlier in life and personality damage has resulted, going to school may prove stressful enough to cause them to rebel and appear as a behavior or an academic problem in school.

One criterion for evaluating whether or not a child has adjusted well to the school program is to measure his academic progress, and this may be done by examining for variations from expected grades.

Table IX illustrates the variation from expected grades for both the recidivist and non-recidivist group. It is seen that a very startling degree of difference exists between the two groups. In the recidivist group 98% of the boys were between one and three grades behind their expected grade, while in the non-recidivist group only 44.2% of the boys were between one and three grades behind their expected grade. Also, over half of the non-recidivists were in their proper grades while only two percent of the recidivists were in their proper grades. These variations appear very conclusive in indicating that delinquents who do show lack of school achievement are most likely to become recidivists. However, one limitation does exist which when considered will narrow the variation appreciably. That is,

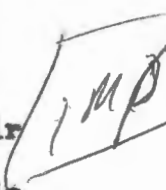


TABLE IX

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

ONE GRADE AHEAD  
 o 1 Non-recidivist:  $\frac{1}{1}$  ( 1.3% )  
 TOTAL:  $\frac{1}{1}$  ( )

ooooooooooooo;ooooooooooooo;ooooooooooooo;ooooooooooooo;ooooooooooooo 47  
 x 1

IN PROPER GRADE  
 Non-recidivist: 47 (54.7%)  
 Recidivist:  $\frac{1}{48}$  ( 2.0% )  
 TOTAL:  $\frac{48}{48}$  ( )

oooooooooooo;oooo 11

ONE GRADE BEHIND  
 Non-recidivist: 11 (12.8%)  
 Recidivist:  $\frac{4}{15}$  ( 8.0% )  
 TOTAL:  $\frac{15}{15}$  (11.0%)

ooooooo 7

TWO GRADES BEHIND  
 Non-recidivist: 7 ( 8.2% )  
 Recidivist:  $\frac{13}{20}$  (26.0%)  
 TOTAL:  $\frac{20}{20}$  (13.9%)

ooooooooooooo;ooooooooooooo; 20  
 xxxxxxxxxx;xxxxxxxxxxxx;xxxxxxxxxxxx;xx 32

THREE GRADES BEHIND  
 Non-recidivist: 20 (23.2%)  
 Recidivist:  $\frac{32}{52}$  (64.0%)  
 TOTAL:  $\frac{52}{52}$  ( )

oooo Non-recidivists

xxxxx Recidivists

Each symbol represents one boy; colons are substituted for symbols to mark the tens; number following the symbols shows boys in the category indicated.

Percentages shown are percentages of the similar group, i.e. of non-recidivists, of recidivists, or of the total.

DOB/mack



as was indicated in Table II, 35.3% more recidivists than non-recidivists were retarded. Nevertheless, even when this percentage is taken into account there still remains a significant variation between the two, and the original conclusion is still applicable though to a lesser degree.

The objectives of this chapter were threefold. First it was attempted to show that various factors when studied can be shown to appear with greater frequency in delinquent boys than in non-delinquent boys. A second objective was an attempt to show that these same factors should appear with more frequency again in the more serious type of delinquents or recidivists than in non-recidivists. Thirdly, it was believed that if the second objective was attained then it might be possible to use these findings as a predictive device in identifying potential recidivists.

Concerning the first objective it was possible to show the following things: A greater percentage of the delinquent population is mentally retarded and in general lower in mentality than the general population. The average delinquent family is larger than the average non-delinquent family. A greater percentage of the parents of delinquents are separated as compared with the parents of non-delinquents. A greater percentage of the mothers of delinquents were working compared to mothers in the general population. A greater percentage of the fathers of delinquents were in marginal unskilled labor as compared to the general population, thus indicating a lower income rate for the delinquent group. Crowded housing was more prevalent in the delinquent group than in the non-delinquent group and a smaller percentage of delinquent families owned their own homes as compared with the general population. Finally it was

shown that most of the delinquent population came from the poor, low standard areas of Halifax.

Concerning the second objective the following observations were made. Recidivists made up the smaller percentage of the delinquent population. The average age at time of first commitment was lower for the recidivist group. The average length of stay in the Nova Scotia School for Boys on first commitment was longer for the recidivist group. A greater percentage of recidivists were only and oldest children as compared with non-recidivists. A greater percentage of recidivists were mentally retarded as compared with the non-recidivist group. A greater percentage of the parents of recidivists are separated than are parents of non-recidivists. The father's absence due to separation and desertion was greater in the non-recidivist group than the recidivist group. The fathers' absence due to the fact that they were not married to the delinquents' mothers was greater in the recidivist group than the non-recidivist group. The incidence of working mothers is about the same for both groups. A greater number of the fathers of non-recidivists were employed in unskilled labor positions than were the fathers of recidivists. Approximately the same percentage of recidivists as non-recidivists came from areas where poor living standards were prevalent. Recidivists' families move from one residence to another more often than non-recidivists. Finally school achievement is much poorer in the recidivist group. In conclusion it was felt that of the variations recorded between the recidivist and non-recidivist groups the ones of most significance were those which showed a greater incidence of unhealthy parent-child relationships in the recidivist groups. It must also be stated however, that the presence of many of these other

factors increased the amount of original disturbance in the parent-child relationships. Therefore, a general higher incidence of these factors in the recidivist group would seem to indicate that these boys suffered more severe personality damage than boys who were non-recidivist.

With regard to the third objective of this chapter it is felt that rather than using the frequency with which these factors appear in delinquent boys as a predictive device, it might be more useful and more accurate to use them as warning signs. That is if boys show a high percentage of these factors it is quite possible that they may become recidivists. With this knowledge in mind, and as a preventive measure these boys could then receive additional help and supervision with the aim of reducing the possibility of their becoming recidivist.

## CHAPTER IV

### ADJUSTMENT IN THE INSTITUTION

Few persons working in the field of juvenile delinquency would now dispute that the program of the corrective institution should provide the delinquent child with re-educative treatment geared to the development of a healthy personality and his successful return to society. It is further believed that through a new experience in community living the delinquent child can be led to realize that life holds many satisfactions for him which he can achieve by following socially accepted modes of behavior.

Despite many obstacles such as a historical development which was deeply rooted in punitive and "moralistic" measures, and which placed major emphasis on custodial care, institutions for delinquents are now moving in the direction of well-balanced treatment oriented programs and away from programs which served primarily as means of custodial care.

It is not presumptuous to say that most delinquents who are sent to an institution need a chance to develop and mature, free from the warping influences in their homes or communities and to relearn the values of respect for and experience in democratic living. Some may need educational help; others, a period of controlled training. Some may need the experience of establishing a positive identification with a particular staff member, still others relief from the demands of close personal relationships. Many need to acquire vocational skills to fit them for later livelihoods. It must be recognized

however, since not all delinquents make satisfactory adjustments while in the corrective institution that such placement is not always advisable as a means of treatment. It must also be recognized that some boys do not receive the type of treatment which they require while in the institution. This would seem to indicate that if the delinquent appearing in court could be identified as being a particular type requiring a particular treatment program, then unnecessary and non-productive commitments could be greatly reduced.

Within the general category of delinquent children there are sub-categories or syndromes which may be discerned with definite meaning for prevention and treatment programs. In his study conducted on 500 boys at the Michigan Child Guidance Institute, Dr. Richard L. Jenkins<sup>1</sup> was able to discern three different groups: the pseudo-social delinquent, the social delinquent and the neurotic delinquent.

Recent studies conducted by the Glueck's<sup>2</sup> indicate that most of the delinquents appearing before juvenile courts are of the pseudo-social type. These are the boys who are most frequently referred to as the "gang" boys and who are generally associated in the public mind with the word delinquent. They are the children who have become thoroughly indoctrinated in the street corner point of view toward authority and restrictions. They are socialized but only within a delinquent group, to which they bear great loyalty and they adhere rigidly to a code of behavior defined by the gang. They are

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<sup>1</sup>Richard L. Jenkins and Lester Hewitt, "Types of Personality Structure Encountered in Child Guidance Clinics" American Journal Of Orthopsychiatry, Vol. 6. (January 1944) p. 230.

<sup>2</sup>Glueck, loc. cit. p. 195. (Refers to the work by Glueck last mentioned.)

They are participating members of a social group with most exacting demands and the most severe and intolerant social control. Socialisation in this smaller group centers around organization for behavior which is anti-social with respect to the larger group (society).

Although they are limited in their range of attachments and their loyalty is stronger for the "block" or the "gang" than for their family, it is significant to note that they still possess some feelings of fondness and attachment for their family. Generally these boys have received enough parental acceptance and affection for fundamental socialisation; however, it has been followed by lack of supervision and effective adult influence and as a result incorporation into a delinquent gang.

Unlike neurotic delinquents who solved their problems through internalising conflicting elements of their personality, pseudo-social boys have externalized their difficulties and thus are at peace with themselves. They are not beset by the doubts and indecisions which face the neurotic, yet unlike the asocial boy they are capable of moving in a social direction. They possess an essentially undamaged personality which is capable of learning the right as it has already learned the wrong. These boys may be helped by the correctional school, however, only if they are recognized for what they are and treated as such. Quite often these boys make model adjustments to the institution's program. Most often they present no disciplinary problems. However, this type of adjustment by these boys should be carefully studied because quite often it is only of a superficial quality without the presence of inner changes. That is, they will assume a facade of complete adjustment in order to

speed satisfaction of their primary goal which is to get out of the institution and back to the "gang".

From a therapeutic point of view these boys lack the basic requirement of treatment, which is a sense of need for and a wish for help in changing their established patterns of behavior. Their whole adjustment seems to revolve around an attempt to ward off awareness of inner conflict. As a result these problems are not near enough to consciousness to disturb them. Treatment should ideally be aimed at developing a deep rapport which might lead to the uncovering of basic needs or problems. However, due to the extensive and costly nature of such treatment this method is not usually practical. Therefore, the task frequently becomes one of helping larger numbers to adjust at a relatively simple level rather than attempting deep therapy with a few. Treatment of pseudo-social boys should not consist of trying to discourage them from adhering to their highly developed code of life, rather it should be directed to trying to help them apply it more widely. Their capacity for loyalty and their fundamental socialization become important assets in treatment. The effort should be made to divert their drive into socially acceptable channels rather than to uncover deep-seated conflicts. The most successful type of treatment is that which is organized around the boys' patterns of thinking rather than delving into causative factors.

Another important factor in treating pseudo-social boys is to provide them with an adult figure with whom they may identify. This is vital to the treatment program because all children, in order to develop normal socialization patterns, should be exposed to a relatively

stable adult figure who can give them companionship and understanding and serve as a pattern for their behavior. In their community living, pseudo-social delinquents have placed themselves in a position whereby they would not come under such an influence. However, in the institutional setting it is not possible for them to avoid this, and from involuntary exposure to a number of adequate adults there is sufficient hope for change. In conclusion it can be said as a general rule that pseudo-social boys who have not responded to community treatment can be considered to be suitable candidates for institutional placement, and that if they receive the proper type of treatment there is a strong likelihood of improvement. ✓

The second group of children, described as the asocial ✕ delinquents, make up a much smaller proportion of the delinquent population than the pseudo-social, however, their quantities are great enough to both warrant and permit identification and categorization. These boys are similar to pseudo-social delinquents in one sense and very different in another sense. Like the pseudo-social delinquent their behavior is characterized by aggressiveness, rebellion and destructiveness. Both types regard adult control and supervision with resentment. They differ in that asocial boys carry out their anti-social activities on an individual basis and are guided by their own narcissistic impulses. Whereas pseudo-social boys function within a group, the members of which all profess the same beliefs and goals, the asocial boy is often recognized by laymen as a "lone wolf" youngster. Whereas pseudo-social boys possess great

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✓of., Thomas D. Gill, "When Should a Child Be Committed?"  
National Probation and Parole Association Journal, (Jan. 1958,)  
Vol. 4 No. 1 p. 5.



loyalty to the members of their group and rigidly observe a common code of behavior, asocial boys know no such loyalty. Most often asocial boys experience no guilt or anxiety about their conduct whereas pseudo-social boys experience some guilt as evidenced in their continuous attempt to justify themselves and their actions by criticising the social structure, pointing out the injustices and inconsistencies existing therein. A final distinction between these two groups lies in the ability to form relationships. Whereas pseudo-social boys are capable of giving and receiving affection in relationships with others the same cannot be said for asocial boys. Rather they have a distinct inability to form interpersonal relationships that have any meaning.

Studies conducted<sup>1/</sup> on these children indicate that their incidence is not limited to any particular group or groups in society. They may come from the homes of both the rich and the poor. It has further been indicated that in most instances the children have been severely traumatized emotionally by rejection and have failed to become socialized because they had little to gain through doing so. The usual rewards of affection from socially minded parents were absent either because there was no affection or because the parents were delinquent themselves, or because the parents were physically absent for one reason or another over a long period of time during the first

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<sup>1/</sup> John Bowlby, Forty-Four Juvenile Thieves: Their Characters and Home-Life. (Bailliere, Tindall and Cox, London, 1946.)

John Bowlby, Maternal Care and Mental Health. World Health Organisation, Monograph Series No. 2, 1951.

William Goldfarb, "The Effects of Early Institutional Care On Adolescent Personality," Journal of Experimental Education XIII, p. 106.

few years of life. Studies<sup>1/</sup> have indicated that the incidence of asocial characteristics are much greater in children who were brought up in institutions which could not provide the maternal care and affection needed than in children who were brought up in their own homes or in good substitute homes. Frequent changes in substitute homes during the course of childhood will also prevent the child from deriving the affectional ties necessary for normal growth and the result is often the development of asocial characteristics. Quite often delinquents who can be classified as asocial were so indulged by their parents, or there was so little supervision, that there was no need to deny their instinctual drives.

Usually treatment of these children shows that their aggressive behavior is nothing more than a highly structured defence for underlying anxiety. However, in order to uncover and treat this anxiety the services of a team of specialists within a controlled environment are required. Even when these services are available the prognosis for treatment is very poor, not because of fallacies in the treatment plan but because few therapists can tolerate their stubborn, hostile, aggressive behavior long enough to affect a change.<sup>2/</sup> Aside from psychotherapeutic help these children really need a program designed at re-education with reward for good behavior

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<sup>1/</sup>Idid., p. 108.

T.O. Lowrey, "Personality Distortions and Early Institutional Care", American Journal of Orthopsychiatry, X., p. 576.

<sup>2/</sup>Annerst H. Wilder, "The Psychopathic Personality in Childhood," American Journal of Orthopsychiatry Vol. 20, (1950) p. 226-227.

and punishment for bad, similar to that offered a young child. They also need adults who, again, will be firm but who basically accept them and continue to accept them regardless of the obnoxious quality of their behavior. Obviously these children cannot usually benefit from placement in a correctional institution unless there are facilities for this type of care. However, quite often suitable treatment centers are not available for these children and those entrusted with their disposition have no choice but to control their behavior by committing them to a correctional institution.

The third group of delinquent children are the neurotic delinquents who appear with much less frequency than the other two. These are children who are experiencing inner conflicts and who characteristically seek to express and relieve their conflicts through such things as enuresis, tics and nail biting. However, when the pressure of their conflicts reaches an acute state and they can no longer obtain relief in these or similar ways, they may find relief only through aggressive anti-social behavior. Although some aggression is open and manifest in the delinquent act, a great deal is turned inward, so that they suffer guilt and anxiety. Like the other types of delinquents they too have difficulty relating to people and usually have a long history of rebellion against authority. Quite often these children can be identified by the type of delinquent act they commit, which is usually much less a threat to community safety than acts committed by the other type of delinquents. They often appear in court on such charges as truancy and running away from home. More serious acts which can usually be attributed to these children are: compulsive fire setting, sex offences and senseless property damage.

These children often come from the middle or upper classes, and if they were subjected to the same parental influences as underprivileged groups, they would likely become pseudo-social delinquents. Their parents are usually beset by their own personal problems and there is a lack of warmth in familial relationships. Often the father is rigid and domineering. As a method of treatment long term psychotherapy would seem to be the most effective instrument for reaching and alleviating the deep-rooted anxiety these children have. Often, the parents of such children can accept treatment on their behalf and they can be helped while remaining in their own homes. On the other hand due to the seriousness of their delinquent behavior they must be removed from their own homes where they are a continual threat to the well-being of the community and placed in a controlled environment. Ideally, when this action is warranted, the placement should be in a highly specialized treatment center. However, more often than not such centers are not available and as a result these children must be placed in a correctional institution, and such placement usually acts as a restraint rather than a cure.

It is felt that these three broad categories include most delinquents who appear in our courts today. There are other youngsters such as the severely retarded and the psychotic who do not fall into any of these categories; however, due to the nature of their pathology they are more easily identified and as a result are sent to institutions which can best suit their needs, and only occasionally do we find such children in a correctional institution.

The people who work with delinquent children have a responsibility to recognize and point out the fundamental differences in the

patterns of their personalities so that they can best determine what type of treatment would be most beneficial for any particular child. Classification of delinquents into the three broad categories mentioned is one way of achieving this end. However, when using criteria such as this it must be recognized that a fundamental limitation exists because of the very nature of human personality. That is since the behavior patterns of children are still in a process of fluctuating delinquents often present mixed symptoms, thus making it difficult to assess them as belonging to a particular category. Hence we see the pseudo-social delinquent displaying obvious neurotic traits. However, if this limitation is kept in mind and classification is not used too hastily or applied too rigidly much benefit can be derived from its use.

One of the prerequisites for the use of this system whereby delinquents may be classified into types is a belief in individualizing the child. Also this belief must be implemented first of all with the skilled staff necessary to study and diagnose each delinquent properly and secondly with the availability of proper resources to treat the various needs of the children.<sup>1/</sup>

In Nova Scotia and specifically Halifax County the Juvenile court magistrate has but one alternative when he has decided that the boy appearing before him cannot respond to probation services and must be placed in a controlled environment. This alternative is the Nova Scotia School for Boys, a correctional institution established for the care and retraining of delinquent children who cannot be helped

within their own communities. It is a government agency which provides institutional care for male juvenile delinquents of all religious faiths and it has a capacity for 123 boys at any one time.

In a study<sup>1/</sup> conducted in 1961 it was concluded that:

The Nova Scotia School for Boys can meet the basic responsibilities generally expected of a re-educative treatment institution. It can provide for the boys a healthy experience with authority in an atmosphere where the children are viewed as physical, emotional, intellectual, social and spiritual human beings. The needs in all these areas are met in a group living situation where the children learn to give and take as they live with each other and with adults in the institution where the effort of all is directed toward their successful rehabilitation.

.....the children with severe emotional disturbance, intellectual and physical handicaps present special problems and should not be placed in a re-educative correctional institution. The Nova Scotia School for Boys is no exception.

.....Psychiatrists are not available for emotionally disturbed children, except on a consulting basis, and even this is extremely infrequent.

The Nova Scotia School for Boys, then ..... can best meet the needs of the child who has come before the courts not so much as a result of damaged personality, but because of unfavorable handling and environmental pressures.

When examining the case records of the 163 boys included in the study, an attempt was made to group the boys according to the three-fold classification of delinquent personality described earlier in this chapter. However, because of recording discrepancies this could not be done with any amount of validity or accuracy except in a few cases. Since it was apparent that no clear distinction was made at the time of commitment as to what type of delinquent the boy was and what type of treatment he might best benefit from, it was felt that the subsequent adjustment made in the institution may hold important information concerning recidivism. For if the records indicated that

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<sup>1/</sup>Sandy Eileen Lee, "Institutional Placement of The Juvenile Offender" (unpublished Master's thesis, Maritime School of Social Work, 1961), p. 38.

the recidivist group did not adjust as well in the institution as the non-recidivist group, this might be a strong indication that the recidivist group was largely made up of those delinquents who, if they had been classified, would have been considered other than pseudo-social, and therefore in need of a special type of treatment.

In order to assess the adjustment the delinquents made in the institution three areas were considered and criteria were set up for each. The first was the delinquent's adjustment to the imposition of discipline and controls. In most records it was indicated in definite terms how the boy accepted discipline and controls. If the record stated that the boy "accepts discipline well" or "made good adjustment to discipline" it was evaluated as a positive adjustment. If the record stated that the boy "rejects authority" or "resents discipline", it was evaluated as a negative adjustment. If the record was not explicit in either indicating a positive or a negative adjustment it was evaluated as an indeterminate adjustment.

Of the total group studied 100 boys were non-recidivists and 63 were recidivists. Of the 63, seventeen boys had three commitments to the School, and of the seventeen, seven boys had four commitments to the School.

Table 10 illustrates that there was very little difference between the adjustment to discipline as made by the recidivist and the non-recidivist group. Comparing the positive adjustments made by the two groups it is seen that there is a 9.7 percent better adjustment on the part of the non-recidivist group. The percentage of each group making negative adjustments was almost identical. As compared with the non-recidivist group 8.4 percent more of the

recidivist group could not be classified as making either a positive or a negative adjustment. Although these two figures do not constitute a wide margin of difference they might indicate that the larger proportion of asocial and neurotic boys are found in the recidivist group. For example boys with asocial personalities would definitely find it more difficult to adjust favorably to controls and discipline than would pseudo-social boys. Likewise boys who are severely neurotic may because of their pathology show a mixed or ambivalent adjustment to discipline and therefore they would be classified as indeterminate.

TABLE I

DISTRIBUTION OF 125 OUT OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955 AND DECEMBER 31, 1961 ACCORDING TO ADJUSTMENT MADE TO DISCIPLINE DURING FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS, FOR NON-RECIDIVIST AND RECIDIVIST

<u>Adjustment</u>	<u>1st. Commitment Of Recidivist Group</u>		<u>Commitment Of Non-Recidivist Group</u>	
Total	48 <sup>a/</sup>		77 <sup>b/</sup>	
Percent		100.0%		100.0%
Positive	29	60.4	54	70.1
Negative	8	16.7	12	15.6
Indeterminate	11	22.0	11	14.3

<sup>a/</sup>Schedules on fifteen recidivists gave no information about adjustment to discipline.

<sup>b/</sup>Schedules on 23 non-recidivists gave no information about adjustment to discipline.

It is also felt that this low margin of difference between the recidivists and non-recidivists may be indicative of two outstanding characteristics of asocial and neurotic boys. First, due to their



cunning and perceptive ways asocial boys may sense that in order to obtain their basic desire (to get out of the institution) they will have to at least superficially accept any discipline which is imposed upon them. If this superficial acceptance is not identified as such then their adjustment will be evaluated as positive.

Secondly it is quite possible that neurotic boys who are not seriously disturbed will respond very well to the security which a well-defined institutional program can offer them, and the presence of impartial discipline and controls might offer them this security. Also it is a characteristic of neurotic boys to "be good" and to "please everyone", therefore, by accepting discipline in the school they seek to do what is expected of them and to win the approval of the counsellors.

In concluding the discussion of Table X it should be re-emphasized that the statistical difference between the recidivist and non-recidivist was quite small and the interpretations drawn must be considered speculative.

The second area of adjustment which was considered was the ability of the boys to engage in socialising activity. The criterion used to evaluate this activity was the ability to relate to peers. Peer group is defined as those children of approximately the same age who would be expected to have similar interests. This includes classmates, contemporaries, or in the Nova Scotia School for Boys, the children who live together in a particular age group. In general the records used the word "peer" and stated whether or not the children experienced difficulty with peer relationships. If the record stated "not experiencing difficulty in the group", or "gets along well with peers", it was evaluated as positive socialising

activity. If the record stated that the boy was having difficulty in this area or stated that the children were submissive or alone it was evaluated as negative socializing activity. Records that were unclear in this area were evaluated as being indeterminate.

TABLE XI

DISTRIBUTION OF 72 OUT OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 1, 1955, AND DECEMBER 31, 1961 ACCORDING TO ABILITY TO ENGAGE IN SOCIALIZING ACTIVITY DURING FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS FOR NON-RECIDIVISTS AND RECIDIVISTS

<u>Socialisation</u>	<u>1st. Commitment Of Recidivist Group</u>		<u>Commitment Of Non-Recidivist Group</u>	
Total	36 <sup>a/</sup>		36 <sup>b/</sup>	
Percent	100.0%		100.0%	
Positive	15	41.7	24	66.7
Negative	14	38.9	4	11.1
Indeterminate	7	19.4	8	22.2

<sup>a/</sup>Schedules on 27 recidivists gave no information about socializing activity.

<sup>b/</sup>Schedules on 64 non-recidivists gave no information on socializing activity.

Table XI illustrates that there is a wide margin of difference between the socializing activity of the recidivist and non-recidivist groups. The non-recidivists had 21% more positive socializing activities with their peers than the recidivists. On the other hand the recidivists showed 27.8% more negative socializing activities with their peers than the non-recidivists. These percentages seem to be quite significant; however, once again it must be emphasized that any conclusions to be drawn from this table would have to be considered speculative since due to the low number of the total

group (36) it is not possible to accord them much validity.

With this limitation in mind it would seem that the percentages of Table XI indicate that the recidivist group had much more difficulty in establishing social relations with their peers than did the non-recidivist group. This may be a further indication that the recidivist group contained a substantial number of boys who, according to the classification described earlier, could not benefit from placement in a correctional institution. For example, boys with asocial personalities are described as the "lone wolf" type of child, who have not acquired the ability to form meaningful relations with anyone. They are also extremely narcissistic in both behavior and attitudes, which qualities make it very difficult for them to be accepted by others. Therefore, it is felt that their ability to relate to peers would indeed be very restricted. Likewise, boys with neurotic delinquent personalities are often so overburdened with their own feelings of guilt and anxiety that it is not always possible for them to relate to others. Also due to their inhibited nature they are often unable to involve themselves in a relationship with others since in order to do so a person must possess a certain amount of spontaneity and an ability to "give and take", and such qualities are not found in the neurotic personality.

The third area which was considered in assessing the boys' adjustment to the institutional program consisted of an evaluation of their social rehabilitation. The criteria used for evaluating this area of adjustment was the extent to which the boys responded to the total program as offered by the school, and the extent to which it was felt they had gained something from the program in the form of

inner changes. Also taken into consideration was the extent to which the boys were felt to be "good social risks" at the time of their discharge. In applying these criteria, case work assessments of the boys provided much of the information, while to a lesser degree psychological assessments were also used. In these assessments it was generally indicated whether or not the boys had made an adequate adjustment and change while in the institution. When this was so they were evaluated positive or negative accordingly. In records where the assessment was not clear, or where the worker felt uncertain about the quality of the boys' social rehabilitation they were evaluated as indeterminate.

TABLE XII

DISTRIBUTION OF 58 OUT OF 163 DELINQUENT BOYS FROM HALIFAX COUNTY, ON AFTER-CARE SERVICE OF THE DEPARTMENT OF PUBLIC WELFARE BETWEEN JANUARY 31, 1955 AND DECEMBER 1, 1961 ACCORDING TO SOCIAL REHABILITATION DURING FIRST COMMITMENT TO NOVA SCOTIA SCHOOL FOR BOYS FOR NON-RECIDIVISTS AND RECIDIVISTS

<u>Social Rehabilitation</u>	<u>1st. Commitment Of Recidivist Group</u>		<u>Commitment of Non-Recidivist Group</u>	
Total	23 <sup>a/</sup>		35 <sup>b/</sup>	
Percent	100.0%		100.0%	
Positive	4	17.4	19	54.3
Negative	4	17.4	5	14.3
Indeterminate	15	65.2	11	31.4

<sup>a/</sup>Schedules on 43 recidivists gave no information about social rehabilitation.

<sup>b/</sup>Schedules on 65 non-recidivists gave no information about social rehabilitation.

Table XII illustrates that there is a great degree of variation between the recidivists and non-recidivists with regards

to successful social rehabilitation. The non-recidivists recorded a 36.9% more positive social rehabilitation than the recidivists. While conversely the recidivist group showed a 39.8% more indeterminate social rehabilitation than the non-recidivists. Further, Table XII reveals that 83.6 percent of the recidivists showed either a negative or an indeterminate social rehabilitation as compared with 45.7 percent for the non-recidivists. However, once again it must be pointed out that the same statistical limitations applicable to Table II also apply to interpretations of Table XII.

With this limitation stated it is felt that the wide margin of difference concerning social rehabilitation between the recidivists and non-recidivists is further indication that the recidivist group has a greater percentage of boys who cannot benefit from correctional school placement. For as was described earlier in this chapter, boys with either asocial or neurotic personalities will in most cases find the correctional school program unsuited to their needs. Therefore, it is unlikely that they would benefit enough from the program to bring about inner changes and likewise because of this absence of change it is unlikely that they would be considered "good social risks" at the time of discharge.

In conclusion it can be said that, when properly diagnosed, delinquent personalities usually fall into one of three broad categories: pseudo-social, asocial and neurotic. Furthermore it is felt that under ordinary circumstances only the pseudo-social boys can benefit from correctional school placement, while asocial and neurotic boys require specialized care which can usually only be found in special treatment centers. From these two points it is

indicated that if boys of the latter two classifications are committed to a correctional institution it can be expected that their adjustment while in the institution will be of a negative or at least doubtful quality. In Nova Scotia facilities for pre-commitment study and diagnosis are very limited, as are special treatment centers for delinquents whose behavior indicate a need for such service. Therefore, when boys appear in court, the magistrate has no alternative but to commit them to the Nova Scotia School for Boys if their behavior is such that the community is being adversely affected and there is no hope of curtailing this behavior outside of a custodial placement. Hence at the Nova Scotia School for Boys all types of delinquents are received and cared for under one standard treatment program which is designed to provide a re-educative experience for boys who have violated the laws of the community, but who possess essentially undamaged personalities. By dividing the total group of boys which were studied into recidivist and non-recidivist groups, and by comparing their subsequent adjustments to placement in the Nova Scotia School for Boys it was found that the recidivist group made a much poorer adjustment than the non-recidivist group. Although not shown in this chapter it was also found that upon subsequent commitments the percentages of adjustment for the recidivists remained almost identical to the percentages shown in their first commitment. (Tables X, XI and XII). From these observations it was felt that one possible explanation for this apparent discrepancy in adjustment between the two groups is that the recidivist group contains a number of boys who if they had been properly diagnosed would have been found to be one of the two delinquent types which are essentially untreatable in a correctional institution. It is also felt that since such a high

percentage of recidivists adjust poorly to the school, such a criterion might be useful in identifying or predicting potential recidivists. Such a method might be helpful to those in charge of the school and after-care in pointing out boys in need of additional guidance or perhaps treatment with the goal being an attempt to prevent and reduce the rate of recidivism.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This has been a study of 163 delinquent boys from Halifax County who were on after-care service of the Department of Public Welfare between January 1, 1955 and December 31, 1961. On examining the case records of these boys four main objectives were held in view. First of all it was felt that certain factors when present in a child's environment may lead to personality damage. Since it is believed that delinquent behavior is a manifestation of personality damage these factors were applied to the delinquent group with the intention of establishing whether or not they were present in greater frequency than in the general population of non-delinquents. Of the factors chosen only six could be directly compared with figures for the general population. These six were: the incidence of mental retardation, family size, marital stability, working mothers, economic insecurity and poor housing facilities. For each factor it was established that the frequency of occurrence was significantly greater in the delinquent group than in the general population. It was therefore concluded that delinquent boys have greater personality damage than non-delinquent boys.

The second objective was an attempt to determine whether or not within the delinquent group there were measurable differences between recidivists and non-recidivists. In order to achieve this objective the environmental factors as outlined above with the addition of four others were applied to both the recidivist and non-recidivist



groups. The four additional factors were: ordinal position of the delinquent, the incidence of absent fathers, neighborhood influences and lack of school achievement. With the exception of working mothers, poor housing and neighborhood influences the recidivist group showed a considerably higher incidence of all factors. (These findings would seem to indicate that boys who were recidivists had greater personality damage than boys who were non-recidivist.) It was also indicated by these findings that factors affecting basic parent-child relationships seemed to appear most frequent in the recidivists whereas factors involving the child's physical environment appeared less frequently or with the same frequency for both groups. (It was therefore concluded that the basis of recidivism is found in the extent of the child's own damaged pathology caused specifically by unhealthy relationships with parents.) It was further concluded that relationships between parent and child become faulty mainly due to deep-rooted personality disturbance in the parents. However, these other factors can increase the tension which already exists in these relationships and in this way they too play an important role in creating a recidivist.

A third objective of this study was an attempt to determine whether the differences existing between the recidivist and non-recidivist groups were of sufficient significance to provide a basis for prediction. As mentioned previously it was found that in the factors studied the recidivists differed significantly from the non-recidivists; however, it is not felt that these differences could be used as a valid means of prediction, because in the factors studied, psychological and emotional influences were only indicated by way of

speculation and therefore are not necessarily accurate. A high incidence of these factors in a delinquent however, may be used as an indication or a warning sign that a particular boy may turn out to be a recidivist. It is suggested that the theory behind the value of prediction still holds true, and it is recommended that additional research and experimentation be carried out with the aim of improving the validity of predictive devices. When this has been achieved and it is possible to identify potential recidivists it will then be the task of those concerned with the problem to make use of this information by implementing and improving preventive programs. (One recommendation might be early treatment of families and children by duly qualified social agencies when it is shown that interpersonal relations between the parents and a particular child are conducive to the child's becoming a recidivist.) It is also recommended that action be undertaken to draw together and co-ordinate the efforts of all "helping" professions towards the common aim of exploring methods of re-educating the families of children found to be potential recidivists.

The fourth and final objective of this study was to examine, for significant differences, the adjustments made by recidivists and non-recidivists to institutional placement in the Nova Scotia School for Boys. In order to assess the adjustment the delinquents made in the institution three areas were considered and criteria were set up for each. These areas were: the delinquents' adjustment to the imposition of discipline and controls; the delinquents' ability to engage in socialising activity, and the quality of the delinquents' social rehabilitation. From the criteria established it was found that the recidivist group made a much poorer adjustment while in the

institution. This indicated that there must be basic reasons why one group of boys will adjust more favorably to institutional placement than others. (It would also indicate that such placement is not always advisable as a means of treatment, and that some delinquents could benefit from a different type of treatment.) Furthermore, if delinquents appearing in court could be identified as being of a particular type, requiring a particular treatment program, then unnecessary and non-productive commitments could be greatly reduced.

It was found that within the general category of delinquent personality there were three distinct sub-categories: pseudo-social, asocial and neurotic. Within these three it was also found that under ordinary circumstances only the pseudo-social boys can benefit from correctional school placement, while asocial and neurotic boys because of more serious and basic disturbances require specialised care which can usually only be found in special treatment centers. Since these two categories of delinquent boys are not suitable for treatment in the correctional institution it was assumed that if they should be placed in such a setting then their subsequent adjustment would be poor. It was then shown that in actual practice in Nova Scotia due to the fact that the Nova Scotia School for Boys is the only facility available for the placement of delinquent boys it is necessary for magistrates to commit all boys to this facility regardless of their personality classification, if their behavior demands custodial care. Therefore, it can be expected that within the Nova Scotia School for Boys there will be delinquents who will not respond to the treatment program and as a result when their adjustment is measured according to the criteria mentioned previously they will

**APPENDIX A**

MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1961-1962

Schedule for Reading Department  
of Public Welfare Records

dc61

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

I. ADMINISTRATIVE INFORMATION

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

3. Reason for closing:

4. (  ) Not known to SSI

If known to SSI, give dates and agencies registered:

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

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

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

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

II. FAMILY CONSTELLATION

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

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

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

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

**III. FAMILY MARITAL HISTORY**

Member:	Single	Married	Divorced	Separated	Widowed
	(a)	Date Place (b)	Date Place (c)	Date Place (d)	Date Place (e)
1. Natural father					
2. Natural mother					
3. Step-father					
4. Step-mother					
5. Adoptive father					
6. Adoptive mother					
7. Foster father					
8. Foster mother					
9. Children (list in order of birth beginning with the oldest, by groups, and include delinquent in sequence)					

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

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

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

IV. FAMILY SCHOOL AND WORK HISTORY

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

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

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

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



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

FAMILY SCHOOL AND WORK HISTORY (page 2)

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

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

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

FAMILY SCHOOL AND WORK HISTORY (page 3)

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

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

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

V. CHANGES OF ADDRESS OF FAMILY

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

( ) Check here if further sheet required.

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

VI. HOMES DELINQUENT HAS KNOWN

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

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

( ) Check here if further sheet required.

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

VII. FAMILY CONTACTS WITH SOCIAL AGENCIES

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

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

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

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

(\_\_\_) Check here if further sheet is required.

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

VIII. PROFESSIONAL ASSESSMENTS OF FAMILY

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

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

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

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

( ) Check here if further sheet required.

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

IX. DELINQUENT'S PERSONAL HISTORY

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

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

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

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

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

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

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

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

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

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

DELINQUENT'S PERSONAL HISTORY (page 2)

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

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

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

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

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

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

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

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

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



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

DELINQUENT'S PERSONAL HISTORY (page 3)

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

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

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

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

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

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

back of sheet if necessary

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

DELINQUENT'S PERSONAL HISTORY (page 4)

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

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

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

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

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

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

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

X. DELINQUENT'S SCHOOL HISTORY1. Prior to Institutionalizations

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

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

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

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

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

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

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

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

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

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

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

(  ) Check here and continue on back of sheet if necessary.7. (  ) Check here if record gives no significant data on delinquent's school adjustment.

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

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

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

DELINQUENT'S SCHOOL HISTORY (page 2)

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

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

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

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

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

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

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

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

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

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

DELINQUENT'S SCHOOL HISTORY (page 3)

2. In Institution:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DELINQUENT'S SCHOOL HISTORY (page 4)

3. After Institutionalization:

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

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

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

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

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

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

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

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

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

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

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

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

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



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

XII. DELINQUENT'S COURT APPEARANCES

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

( ) Check here if further sheet is required.

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

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

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

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

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

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



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

XIII. TREATMENT OTHER THAN NSSB

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

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

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

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

Check here and continue on back of sheet if necessary.

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

XIV. INSTITUTIONAL HISTORY

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

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

1. Month and year admitted NSSB \_\_\_\_\_; mo & yr discharged \_\_\_\_\_.

2. This was delinquent's 1st 2nd 3rd 4th th admission to NSSB.  
(circle or specify)

3. (\_\_\_) Check here if record gives no significant data on delinquent's adjustment to institutional discipline and controls.

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

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

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

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

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

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

INSTITUTIONAL HISTORY (page 2)

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

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

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

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

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

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

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

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

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

INSTITUTIONAL HISTORY (page 3)

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

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

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

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

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

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

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

XV. DELINQUENT'S POST-DISCHARGE HISTORY

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

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

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

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

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

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

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

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

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

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

DELINQUENT'S POST-DISCHARGE HISTORY (page 2)

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

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

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

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

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

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

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

DELINQUENT'S POST-DISCHARGE HISTORY (page 3)

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

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

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

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

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

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

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

XVI. SPECIFIC AREAS OF VALUE OF RECORD

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

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





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