

ABSTRACT

THE SOCIAL WORKER AND THE DELINQUENT

by

Kevin G. Burns

This thesis is based on a group study undertaken by the second year students of the Maritime School of Social Work. Individual theses were written on different aspects of the total project, each from a social work approach. This study is concerned with the role of the social worker in the lives of one hundred and seventy-six juvenile delinquents who were known to the Halifax Regional Office of the Department of Public Welfare on March 31, 1960. It was assessed whether social work could function effectively in the correctional setting, and what the role of the social worker should be in the varying phases of treatment.

Primary data concerning the children and their families were collected by means of a schedule from the case records of the Department of Public Welfare and the Nova Scotia School for Boys. Secondary data were obtained from interviews with prominent members of the community who are concerned with the problem of juvenile delinquency, lectures by experts in the field, and bibliographical data. Statistical and case study methods were used in analysing and presenting the data.

It was concluded that social work can function effectively in a correctional setting with juvenile delinquents, and that the skills of social workers could be used more efficaciously than the present study indicates. More complete and more diagnostically oriented records would result in better service to clients.

Greater community awareness of the problem of juvenile delinquency and more public responsibility is needed. Furthermore it is recommended that professionally educated social workers, with particular adaptive qualifications for correctional work, be utilized.

May 1961.

THE MARITIME SCHOOL OF SOCIAL WORK

THE SOCIAL WORKER AND THE DELINQUENT

**A Study of the Role of the Social Worker
in the Treatment and Rehabilitation of
Juvenile Delinquents Serviced Through
the Halifax Regional Office of the
Department of Public Welfare on March
31, 1960.**

**A Thesis Submitted to the Maritime School
of Social Work in Partial Fulfillment of
the Requirement for the Master's Degree
in Social Work.**

by

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Halifax, Nova Scotia,

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Saint Mary's University
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INTRODUCTION

Juvenile delinquency is a problem of social disorganization of long standing. Over the years there have been many and varied approaches to its solution. Among the earliest writings on delinquent behavior in children is that in Deuteronomy, Chapter 21, verses 18-21. Holy Scripture prescribes to parents the treatment to be given to "a stubborn and rebellious son.... Then shall his father and his mother lay hold on him and bring him out unto the elders of his city, and unto the gate of his place.... and all the men of his city shall stone him with stones that he die,"¹ In Athens and Thebes and other Greek city states, crimes of children such as theft, killing and rape are recorded.

Down through the years the child who committed a crime was given no consideration because of his age, until the establishment of the juvenile court in the state of Illinois in 1899. In England, prior to this time children were even sentenced to capital punishment for offenses that now merely would merit probationary

¹ Milton G. Rector, "NPPA at Work", National Probation and Parole Association News, Vol. 38; No. 3, May 1959.

care for the offender. The philosophy behind this system of justice was that the individual was punished not on the basis of his criminal tendencies but according to the quality of the crime he had committed.¹

Today there is an awakened interest in the problem of juvenile delinquency both abroad and in our local community. Sir Cyril Burt in England, and Sheldon and Eleanor Glueck, and Elliott Studt of the United States have done monumental work. In the Halifax community, the Welfare Council of the City of Halifax is conducting a survey to estimate the extent of the problem in the local area. If this interest in Halifax indicates that the community is ready to act upon the problem, assurance must be had that the action is guided so that the most constructive and effective means are used, appropriate to the particular nature of the problem in this area. This assurance is achieved from research.

Juvenile delinquency has many different meanings to different people. From the point of view of the courts, a child who is convicted of committing a delinquent act is ipso facto a juvenile delinquent. Psychiatry and allied fields looks to the motivation

¹ George B. Mangold, Problems of Child Welfare, (New York: The MacMillan Company, 1936), p. 367.

behind the act committed; for example, the act, may be an expression of emotional or mental disorder. Some see juvenile delinquency as a continuous pattern of unlawful acts, while to others the seriousness of the act or acts determines whether or not a child is delinquent. However, for the purposes of this thesis, a juvenile delinquent means any child who while apparently or actually under the age of sixteen years, has violated any provision of the Criminal Code or of any Dominion or Provincial Statute, or of any bylaw or ordinance of any municipality, or who is guilty of sexual immorality or any similar form of vice, or who is liable by reason of any other act to be committed to an industrial school or juvenile reformatory under the provisions of any Dominion or Provincial statute.¹

Turning to the problem of juvenile delinquency in the Halifax area, since the community appears ready to act upon the problem, as is evidenced from the efforts of the Halifax Welfare Council, the Second Year Students of the Maritime School of Social Work have consequently undertaken a research project related to the juvenile delinquents known to the Halifax Regional Office of the Department of Public Welfare as of March 31, 1960.

¹ Canada Statutes, (1929), C. 46, S. I "The Juvenile Delinquents Act."

The study was a group research project, and each of the 16 researchers presented a specific aspect in his particular thesis. As a group the members have taken the hypothesis that the plans for care and treatment of the juvenile offender should be based on a psycho-social evaluation of the child rather than on the particular misdemeanor which is symptomatic of his problem.

The sample for the total project consists of 176 children known to the Halifax Regional Office of the Department of Public Welfare on March 31, 1960. Limitations in this study arise from the fact that the records both at the Department of Public Welfare and the Nova Scotia School for Boys, were not constructed for research purposes, with the consequence that much valuable data was not included in the records. It must also be remembered that not all workers involved in the Social Service aspects of the group under study had the benefit of training in a professional school of social work.

Although, social work, as it exists today has had a brief history, it has assumed a prominent role with relation to the problem of juvenile delinquency. Fr. Swithun Bowers defines social work as a professional discipline in which knowledge concerning the varied interrelationships of human beings is applied clinically through a developed skill in relationships with persons,

singly or in groups, to enable them to achieve a more satisfactory social adjustment.¹

The writer will attempt to determine how this role was undertaken and where it is with reference to the problem today. In the community of Halifax, the role of the social worker will be studied, in the various phases of his contact with the delinquent in the hope of utilizing social work more beneficially for the community and delinquent in this area of social disorganization. More particularly, some of the questions that will be asked of the data are: what is the social agency or in this case the Halifax Regional Office of the Department of Public Welfare able to offer the delinquent, before commitment and following commitment? How does the social worker use his professional skills both for the delinquent and the community? Is the social worker adequately trained to work with the delinquent on aftercare? In the institution, what is the social workers role, his main area of endeavor?

Thus the focus for this thesis is on the social casework aspects of the treatment of juvenile delinquency, and the working hypothesis is that "the social worker, trained with his particular knowledge

¹ Swithun Bowers, O.M.I., "The Application of Social Work in the Correctional Field", National Probation and Parole Association Journal, V (January 1954) p. 16.

and skill, plays a constructive role in the understanding and rehabilitation of the juvenile offender".

The researcher feels qualified to write this thesis having had some experience in the field of social work and had the advantage of a field placement in an agency working with young unmarried mothers. Many of the unmarried mothers were in an age group comparable to the juvenile delinquent, and many had social and emotional problems of which their premature motherhood was symptomatic rather than consequential.

The data used in this study are of a primary and secondary nature. The primary data are procured from the case records of the Halifax Regional Office of the Department of Public Welfare and the Nova Scotia School for Boys. Secondary data include, bibliographical data (psychological, sociological, and social work), interviews with prominent members of the community who are concerned with the problem of juvenile delinquency, and lectures by experts in the field.¹ The primary data were obtained by the use of schedules from reading case records; secondary data were obtained

¹ The lectures were given by: Mr. J. Grandy, Director of Corrections for the Province of Nova Scotia; Judge J. E. Hudson, Juvenile Court Judge for the City of Halifax; and Mr. A. J. Sands, Director of the Institution for Delinquent Boys.

from interviews according to schedules, the lectures mentioned above and from reading. The compilation of primary and secondary data was a group responsibility with individuals or factions of the total group assigned to particular tasks.

At the onset of this thesis the writer will briefly discuss social work as a factor, and social casework as a therapeutic tool in initiating social change, and to establish how social work complements other disciplinary forces in attacking the problem of juvenile delinquency. A basic issue to be resolved here is whether or not social work, or more specifically social casework, can be efficacious in an authoritarian setting.

A next section will deal with the role of the social caseworker with the delinquent after his apprehension by the authorities and before, if such is the decision of the court, his detention in an institution, or his release on probation.

The writer will then trace the activities of the social worker as a member of the institution team caring for delinquent children.

Following institutional placement, the writer will look at the delinquent during the aftercare program. The significance of this phase of casework to the delinquent will be evaluated as to its success in maintaining the child in the community.

Finally, the writer will co-ordinate the findings of the previous chapters and make recommendations in relation to the utilization of the professionally educated social worker in the field of juvenile delinquency, the role of the social worker in the institution and the training of the social worker.

This thesis will be an exploratory study from the universal sample. Insight provoking cases have been used to portray the sample group more graphically. Different criterion were used in the selection of samples for each chapter in order to utilize more significant data on the juvenile delinquent in relation to the role of the social worker.

CHAPTER II

SOCIAL WORK IN THE CORRECTIONAL SETTING

Social work is a profession which has the function of helping people to achieve their role in society. Its focus involves helping human beings who face in their social relationships all kinds of disturbing and functioning inadequacies, frictions and limitations, that frustrate the full realization of their own capacities and wants as persons. Its philosophy and its practice are rooted in a profound respect for individual personality, for the significance of the individual as such and in his own right. This is the approach of social work to the delinquent; weakness and strengths in the individual are seen and evaluated, and change is attempted by working with the strengths. This one to one method of initiating change in social work is called social casework. Helen Perlman sees social casework as a process used by certain human welfare agencies to help individuals to cope more effectively with their problems in social functioning.¹

In relation to the delinquent the caseworker

¹
Helen Harris Perlman, Social Casework,
(Chicago: The University of Chicago Press, 1960), p. 4.

aims to meet his needs and to take action which may modify environmental stresses and make available opportunities in areas of deprivation and frustration. These services, when orientated to feelings and to ways of responding, may ease anxieties, relieve discouragement, give new confidence, and enable the individual to manage his own affairs more completely.

As social work began to embrace the field of corrections within its orbit of service, pertinent questions were raised as to the effect of the authoritarian setting on client-worker relationships, and whether service by social workers to clients charged under the law, was social casework within the present meaning. It was questionable to many whether or not a social worker, trained to operate within a range of defined principles, could work effectively, relating to the needs of the offender, without violating the creed of his profession. The basic conflict here is that since social casework evolved into a process based on fundamental principles, a most basic one being the client's self-determination, social work with offenders of the law may appear on the surfaces contrary to this principle because the offender invariably receives help only on compulsion. It is the community's will, not the individual's, that initiates and sanctions whatever treatment is

rendered. Some workers see this involuntary relationship between worker and client as an insuperable obstacle to good casework.

Irving E. Cohen, however sees the problem in this light:

...there is room in the situation for social work processes if we inject into them sensitivity, understanding and recognition of the pulls within the probationer. By a frank acknowledgment of the difficulties that exist in the situation, the probationer can be helped to face the realities of the compulsory relationship. The decision is his to become an active participant in his own rehabilitation or a dull, inert recipient of perfunctory services.¹

A leading Canadian social worker says that social work has been built around self-determination but it has to be recognized that many limitations often hedge this right. This writer goes on to say that the skills and techniques through which the social worker uses his knowledge involve the conscious and disciplined use of self. Constructive use of relationship skill as it is understood by social workers requires: (1) a functional recognition of the human person's right and need of self determination within certain limits imposed by the moral and social good and by the individual's present capacity for self determination. This fact is often overlooked when one's focus

¹ Irving E. Cohen, "Probation as a Case Work Process", 1945 Yearbook, National Probation and Parole Association, pp. 207-208.

is overwhelmingly centered on the principle apart from the person; (2) a genuine conviction that reformation or readjustment of the person is concurrent with the degree of his participation in a problem situation. In the case of juvenile delinquents, where the casework relationship is forced upon the child, the primary task of the social worker is to help the child become an active participant upon his problem; (3) an acceptance of individual differences in development, in culture, in experience and situation,¹ and in perception of reality.

This problem, (it is only a problem to those who are unable to see the efficacy of social casework in authoritarian setting), seems best resolved by Kenneth Pray, former Dean of the Pennsylvania School of Social Work. He says:

"My profound conviction is that this alleged conflict between social casework and other essential authoritative processes in the treatment of delinquency is only apparent, not real; that the true principles of social casework are not only applicable - they are indispensable - to the administration of any effective program of treatment of the delinquent; that the alleged conflict is based on a misconception or misinterpretation of both social casework and these other aspects of treatment".²

¹
Swithun Bowers, O.M.I. "The Application of Social Work in the Correctional Field", National Probation and Parole Association Journal, V (January 1959), p. 17.

²
Kenneth B. Pray, Social Work in a Revolutionary Age, (Philadelphia: University of Pennsylvania Press, 1949), pp. 162-164.

Dr. Pray goes on to say that the misconceptions regarding social casework are: that social casework is essentially directed to deep personality change; and the worker must respond to the clients' personal need without limit or definition.

It is necessary, to reject explicitly and finally all these misconceptions, and start from the one common premise that the basic purpose of delinquency treatment is the protection of the community.

The vital question must then be answered: Can social casework operate within this framework? Dr. Pray says that there is not only room in the practice of social casework for such limitation upon individual freedom, but there is positive unavoidable need for just such limitation. They constitute the framework within which alone, real freedom, real movement, and change are possible to anybody. There is no absolute freedom for any of us in this life. Life itself is a constant process of adjustments to the limitations that surround humankind. There are limitations of physical strength and capacity in ourselves, with which each of us must come to terms. There are limitations of mental ability. There are also limitations imposed by the society in which people live.

In concluding this discussion on authority and social casework, it is interesting to look at the juvenile delinquent's view of the situation. He expects authority and control from the court, but looks toward the probation officer for sympathetic understanding in the application of disciplinary measures. Restrictive measures of the court need not restrict the social worker's attitudes nor limit his opportunities for an effective relationship with juvenile offenders. He can utilize the abilities and assets of offenders in understanding their own needs and problems, and he can reduce their environmental pressures and help them redirect their behavior patterns in accordance with the demands of social living and yet in ways which are satisfying to them.¹

To show the role of the caseworker in the correctional setting, the case of Jonathon Potter from the group under study, is a good example. The caseworker in this instance is a professionally educated social worker. As a probation officer he has regular contacts with children who have been placed under his supervision, and their parents. The child was sentenced through the magistrates court.

¹ Pauline V. Young, Ph.D., Social Treatment in Probation and Delinquency, (New York: McGraw-Hill Book Company, Inc., 1952), p. 45.

Jonathon Potter, is a 14 year old boy who on his first offence was charged with break and enter in a summer cottage in July 1959. The worker, after making a study of the boys home and environment, recommended that he be placed on a six months suspended sentence under the supervision of the Correction's Division of the Department of Public Welfare. This recommendation was carried out by the court.

The worker found that Mrs. Potter was interested in her son but was not capable of providing suitable controls to keep him out of trouble. Mr. Potter appeared to bear his share of responsibility for the child when he was home, but because of the distance to work, he lived in town during the week, returning home only on weekends.

The worker tried to impress Mr. Potter with the problem regarding his son, and the importance of his being home more often so that he could provide more adequate controls within the home.

There is no doubt that the worker was viewed as a threat to the Potter family at the opening of the case, yet this was not a barrier to establishing a purposive relationship. Through the authority of the court, the worker skilled in the art of human relationships, is able to enter into the lives of the Potter family to help them adjust to the particular needs of their situation with regard to Jonathon.

The worker felt that Jonathon Potter was a normal somewhat shy, but good looking boy. He liked to play ball and swim. It was also learned that he was easily led as he got into his present difficulty because he just went along with his older brother and a few other boys without question. Jonathon Potter was in grade six at school and his teacher reported that he was doing well.

Throughout the probation period from August 1959 until April 1960, the worker saw Jonathon for eight interviews. At first Jonathon was suspicious of this enforced relationship, but he was helped to express his attitudes toward the court and how he felt about his delinquent behavior.

In treating the delinquent child, the worker respects his right to feel the way he does, and helps him to participate in the relationship at the onset. His feelings about the court and authority are discussed immediately to remove obstacles which might impinge upon casework goals.

During the second interview Jonathon was commended for his good conduct. He said that he certainly did not want to go to court again and would try to be good. He felt that being good was being obedient to his mother and father.

By the time of the third interview Jonathon was back to school and the worker discussed this with him.

In the fourth interview Jonathon talked quite freely about himself. He said he enjoys going to school. The worker praised him for his efforts at school and his good conduct.

The worker is supportive and encouraging to Jonathon as the help he gives him directs his efforts more successfully.

Throughout this period Mr. and Mrs. Potter were regularly interviewed by the social worker. They were most cooperative. It was also felt that Mr. Potter was taking a greater interest in his son.

In the next three interviews Jonathon continued to develop a degree of understanding into his behavior. He was also

helped with the major and minor problems that came up from time to time. In April 1960, Jonathon was informed by the social worker that his conduct had been satisfactory during the probation period and he would no longer have to see the worker. Jonathon said that he did not think he would get into trouble again. The social worker felt the probation period had been effective, mainly because reasonable, possible limits had been set within this boy's capacity.

In this case it is possible to see the social work approach in dealing with the juvenile delinquent functioning within a correctional setting. It appears that the child and his family understand the court authority in the personage of the social worker and at the same time are aware that they are accepted and offered direction in helping Jonathon adjust to the demands of society. After initial resistance the child is able to accept the assistance of the social worker and become an active partner in his rehabilitation.

The successful efforts of many caseworkers in the correctional field show that it is possible to combine the elements of casework within the confines of legal jurisdiction. The aims of social work and the legal body are different but not contradictory. Social work aims at change in the individual to more satisfactory living, while, the purpose of law is the protection of society. However, the authority needed to protect society, need not be detrimental

in a corrective casework relationship, indeed it can be one of the most powerful therapeutic tools the correctional caseworker can apply.¹

¹ Dale G. Hardman, "The Constructive Use of Authority", Crime and Delinquency, Vol. 6, No. 3, (June 1960), p. 250.

CHAPTER III

THE ROLE OF THE SOCIAL WORKER ON PROBATION

Charles Chute defines probation as a system of proving or examining, investigating and supervising a child brought to the court for treatment. It is a definite follow-up system for court cases with a developing technique;¹ but it is more than that. It is a service to those in need, actuated by the highest ideals of human helpfulness and social service.

Robert Taber brings the elements of social casework more into focus on probation where he defines it as a process of attempting to understand the needs, impulses, and actions of an individual and of helping him to recognize these in a way that is satisfying to himself and yet in accord with the demands of social living.²

This is an area of particular importance to

¹ Charles Chute, "Probation in Childrens Courts", U. S. Childrens Bureau Publication, No. 80, (1921), p. 7.

² Robert Taber, "The Value of Case Work to the Probationer", 1940 Yearbook National Probation Association, p. 76.

the child and community and many writers feel the social worker is best prepared to assist in the problem at this stage. Prior to the court hearing there is the necessity of establishing truly scientific and socially sound treatment, by the technical skill of the social worker in discriminating, discovering and weighing facts to achieve real justice in each case.

Following placement on probation, the social worker, knowing that changes in behavior can best be induced by changes in feeling, enters into the delinquent's world of feeling and phantasy, sharing his hopes and fears, with a view to enlarging his understanding and helping him to develop selfconfidence and a sense of responsibility.¹ This is also the time when the worker can do a great deal in the way of helping the child to clarify his ideas by giving him information which will enable him better to understand situations and the limitations imposed by reality. Closely related to the treatment of the child is the treatment of the parents. Some authors feel this is so important that they refer to probation services as "family casework".

¹ Joan F. S. King, The Probation Service, (London: Butterworth and Co., Ltd., 1958), p. 101.

In this study of juvenile delinquency, of the universal sample of 176 children, 63 were on probation on March 31, 1960, the closing date for collecting data. Of these 63 children, the writer selected a sample of 20 children who were either thirteen or fourteen years of age on March 31, 1960. The reasons for this selection were that this age range constituted a heavy concentration of the total age range from 7 to 16 years, and the sample was large enough to be representative of the total probational group.

Every child in this sample was on probation for the first time and only three were charged with committing another delinquent act while on probation up to March 31, 1960. The following table shows the type of offence committed.

TABLE I
DISTRIBUTION OF 20 JUVENILE DELINQUENTS
(13 AND 14 YEARS OF AGE) ON PROBATION, AS
TO SEX AND TYPE OF OFFENCE ON MARCH 31, 1960.

	Break, Enter & Theft		Theft		Vandalism		Total	
	M	F	M	F	M	F	M	F
13 & under 14	4			2	4		8	2
14 & under 15	4		4	1	1		9	1
Total	8	0	4	3	5	0	17	3

The length of service was relatively short. Only one offender was on probation more than one year, while more than half the sample were on probation less than six months. This is seen more graphically in Table II. However it must be understood that many children who were on probation for much longer periods were in the institution at this date. Also the date at which the data was compiled was selected arbitrarily, and does not signify termination of probation.

Table III shows the number of recorded interviews the probation officer had with the delinquent child, the child's parents or collaterals. These figures include interviews before and after the court hearing up to March 31, 1960. Most of the children in this sample were interviewed by the social worker on an average of once a month, although as the table shows the recording was sporadic. With several children however, circumstances necessitated more intensive casework, and interviews were held weekly or twice a week. The circumstances, which usually precipitated this more intensive work, were the severity of the problem and the child's potential for development.

TABLE II
DISTRIBUTION OF 20 JUVENILE DELINQUENTS
(13 AND 14 YEARS OF AGE) AS TO LENGTH OF
SERVICE IN MONTHS ON MARCH 31, 1960.

	Under 3 months	3 and less than 6 months	6 and less than 9 months	9 and less than 12 months	12 and less than 15 months	NR	Total
13 and under 14	4	4	2	1			11
14 and under 15	1	2	3	1	1	1	9
Total	5	6	5	2	1	1	20

TABLE III
 NUMBER OF INTERVIEWS BY SOCIAL WORKER WITH CHILD
 OR COLLATERALS DURING THE PROBATION PERIOD, OF 20
 JUVENILE DELINQUENTS (13 AND 14 YEARS OF AGE) AS
 OF MARCH 31, 1960

Children	Correspondent of Interview				Total
	Child	Parents	School Authorities	NR	
JP	8	10			18
EG	5	3			8
OS	4	1			5
DQ	7	7			14
AM	2	3	1		6
LG		1			1
VH					0
NT					0
DF					0
JR					0
PE	8	6			14
EH		1			1
VR	4	6	1		11
NP	6	7	1		14
MP	6	7	1		14
JV					0
EO	5				5
HO		1			1
GE	5			1	6
FT				1	1
Total	60	53	4	2	119

Since all the children on probation under the supervision of the Halifax Regional Office of the Department of Public Welfare are contacted regularly, it is evident that the table above does not give an accurate picture. Apparently many contacts by the probation workers were not recorded. It is interesting to note that parents of delinquents were interviewed almost as often as the probationers. This appears to agree with the theory that treatment of the individual delinquent necessitates treatment for the family. Even though none of the children in this sample was charged with truancy, the writer questions the small number of contacts with the school authorities, especially since the majority of the children began and maintained their probationary status during the school year.

Next to that of the home, the school is the most vital influence in a child's life; Children spend a large part of most days in school and their attitude to authority, learning, work and their fellows can be developed constructively or marred by their experiences there. Consequently it would appear particularly important for the probation officer to work in close cooperation with the schools attended by those in his care. ¹ Also the records of this

¹
Ibid., p. 96.

group do not indicate contacts with any other persons in the child's environment.

These contacts by the social worker with the delinquent child, his parents, or collaterals were adjudged to be a casework service, or a routine service. A routine service was defined as a procedure adhered to through force of habit, without actively relating to the individual needs of the particular child. The group listed under the "not recorded" section includes those children on whom there were no recorded interviews, or the type of service offered could not be determined. The findings as to type of service are as follows.

TABLE IV
DISTRIBUTION OF 20 JUVENILE DELINQUENTS
(13 AND 14 YEARS OF AGE) AS TO TYPE OF
SERVICE AS OF MARCH 31, 1960.

	Casework contact	Routine contact	Not recorded	Total
13 & under 14	4	1	5	10
14 & under 15	5	3	2	10
Total	9	4	7	20

As the table shows, nine of the twenty children in the sample group had a casework contact

while on probation, four a routine contact and the remainder was unrecorded. If this sample is indicative of the total probational group it is unfortunate, because in a continued casework contact a relationship is established between the probationer and the social worker. Through this relationship the delinquent can learn a fixed system of values in which to grow. This is learned from the example of the social worker, because the values of social work are predominantly those of Judaic-Christian tradition and democratic society. Social caseworkers not only believe these values, the very nature and success of their work necessitates that they live them. The adolescent needs and wants a system of values to guide him; it is when he fails to find these values in the adults around him that he rebels by committing delinquent acts.

One of the basic differences between probation of adults and probation of juvenile offenders, is that with juveniles the family must be incorporated into the treatment plans if the service is to meet any success. It is the child's family which has shaped his behavior, produced certain attitudes and standards and is at the centre of his emotional life. No caseworker with children can afford to forget the family, and parental cooperation with the probation

officer is essential in order to affect any positive change. This is illustrated in the case of David Quinn.

David Quinn, a fourteen year old was charged with break, enter and theft in July 1959, and was placed on six months suspended sentence. Psychological testing revealed that David was a very unhappy boy who felt rejected by his father and was ambivalent toward his mother. It was felt, that the unfortunate home situation was the major factor in David's deviant behavior.

The social worker saw Mrs. Quinn on two occasions, to assess the home and environment, and following the court hearing, had five interviews with both parents. Mr. and Mrs. Quinn were quite disturbed about David's behavior, but could not explain it. They were helped by the worker to understand why David got into trouble and were encouraged to develop consistent handling methods. The parents became very cooperative with the worker and when they realized their son required special help through the Child Guidance Clinic, they were very accepting of this.

Once the treatment plan for the child is established, the focus in this case was on helping the family understand the problem and to encourage them to work positively toward its solution. This is often extremely difficult because of feelings of failure and inadequacy, on the part of the parents and of hostility against the authority the worker represents. This situation demands the best skill of the caseworker.

In seven interviews with David, the worker described in detail the problems the boy faced, and insisted that he function within definite limits. David was also prepared for the time when he could be taken on treatment at the Child Guidance Clinic.

Often children coming from unhealthy environments and broken homes lose interest and purpose of adequate goals in life and eventually come before the courts. These children need a great deal of support and encouragement by the probation officers to help them to start anew. Such was the case of Olive Spicer.

Olive Spicer was charged with theft from a department store and was placed on one month probation. Olive's parents were separated. Mrs. Spicer, and five other siblings lived in a very poor home and were maintained on municipal assistance.

The social worker saw Olive four times. In the first interview the focus was on getting to know her and setting up regular appointment times. Later school was discussed at some length. She was asked to spend a little more time on her school books. On the next appointment the worker asked Olive to begin doing some homework before her appointments. Her responsibilities at home were discussed. Throughout the interviews the worker was supportive and encouraging. At the end of the month Olive was placed on outright probation as her conduct had been good and her attendance and application at school had been satisfactory.

The brief language of the record does not portray all that was involved in the relationship of Olive and the worker. She was given much support and

encouragement, while at the same time was made aware of her duties and responsibilities. This girl responded to the interest taken in her, by taking a greater interest in her affairs at school and in the home.

Another child in this category is Victor Hunt.

Victor, a fourteen year old from an extremely poor home situation was charged with break and enter and placed on probation. He was the son of a common law union. His father had been dead for some years and his mother and siblings had to depend on social assistance. Mrs. Hunt had a very poor reputation in the neighborhood, but in his five contacts with her the worker found her cooperative and concerned about Victor. It was felt that she was doing what she could for him. The worker encouraged her to continue and helped her maintain adequate supervision for Victor.

Victor was very thankful for the social workers interest in him throughout the probation period and requested a continuation of supervision beyond the defined time till the end of the school year. The social worker thought that Victor had come a long way during his probationary period.

Victor is the very unfortunate boy who has never had the opportunity to learn an acceptable standard of values in this home or identify with a male figure. When he sees this in the worker he is unwilling to have the relationship terminate.

The case of Ely Green, is interesting in that this boy reflects a different picture of the juvenile

delinquent in this sample; differences in home and environment, economic status, and personal ability.

Ely Green, 13 years old on March 31, 1960, was charged with break, enter and theft in a school in the local area. Prior to the court hearing the social worker interviewed the boy's parents. Their home was in one of the newer subdivisions and was clean and neat. Mr. and Mrs. Green have been married for fifteen years and have one other child Joan who is four years old. Mr. Green is in the Royal Canadian Navy and is away from home most of the time. Mrs. Green is a full time school teacher.

The worker found that Mrs. Green was extremely overprotective and tried to control Ely at all times. Ely indicated to the social worker that he never had much contact with his father and that his little sister "got on his nerves".

Ely is in grade seven at school. He is considered intelligent and usually leads his class. His adjustment to school is said to be good.

The social worker felt that the Greens were sincerely interested in their son. Despite this fact the boy stated that while his father was away, his mother often asked him to do things that he knew his father would never allow. This area of discord bothered Ely.

It was necessary that Ely appear before the Juvenile Court and it was recommended that he be placed on two years suspended sentence under the supervision of a probation officer from the Halifax Regional Office of the Department of Public Welfare, and that restitution be made.

The caseworker saw Ely on several occasions during the probation period. In these interviews Ely discussed his attitudes and feelings toward probation, home and school. The worker also met with Mrs. Green on two occasions and he felt she was able to

accept the situation, but little progress was made in helping her see herself in relation to Ely's problem.

After eleven months on probation, Ely was no longer required to visit the worker although he was still on suspended sentence. The case was then closed.

The worker sees Ely as a very capable boy who is confused as a result of the mishandling of his parents. The worker is unable to alleviate the conflicts within the home because of the resistance of Ely's parents to share in rehabilitation plans. In cases such as this only superficial help can be offered to parents, while the main emphasis must rest on treating the delinquent child.

Probation services in both investigation and supervision are significantly upgraded by the employment of casework methods. There is no disposition to assume that casework be used to the exclusion of other skills, but it becomes an important support and addition to other skills which explain human behavior and attempt to guide it into wholesome and satisfying patterns. A probation officer who employs casework skills does not become a threat to a child by an overbearing authority, but he may be called upon to exert authority at certain times on behalf of the child. As a caseworker, he adds to his quality of service, his knowledge of and collaboration with

the skills and resources of other agencies and professions, whose acceptance of him and the problems he deals with, is greatly aided by his own professional status and competence. In such a role none of his authority needs to be sacrificed, and the variety of skills and services to which he has access will magnify his usefulness on behalf of children.¹

¹ Harold R. Muntz, "Casework in the Juvenile Court", National Probation and Parole Association, (1951), p. 102.

CHAPTER IV

THE SOCIAL WORKER IN THE CORRECTIONAL INSTITUTION

Institutions caring for delinquent children have had a long and varied course of development. Originally no distinction was made between adult and juvenile offenders. When separate buildings were first used to house juvenile offenders, they were known as refuges or reformatories for the wayward. Today they are generally called training schools. In the early stages of development, institutions for juvenile offenders offered little more than shelter, and even today treatment programs represent all stages of development from incarceration and physical care, to rehabilitation through a constructive experience in group living. Although correctional institutions are moving more toward the rehabilitative and educational aspects, in some unfortunately only in theory, it must be remembered that their role is not purely educational; they are also charged with the safe-keeping of offenders. Even though children are not regarded as criminals the antisocial nature of their behavior cannot be disregarded.

The philosophy, attitude, and program in a training school of high caliber, have undoubtedly

become more closely related to the educational field than to the penal. This is, as it should be, says one foremost authority in the field because in a repressive type of institution, discipline is imposed from above. This unfortunately does not, in the case of adolescent offenders, lead to self-discipline. If it did, the question of the treatment would be an easy one. Experience in human nature has indicated that self-discipline comes from inward change which is the result of a process far removed from rigid adherence to rules that one must obey or suffer the consequences.

Institutions have demonstrated that they can be therapeutic and can meet the needs of individual children. In order to do so it is necessary to have a person, or persons on the staff who have the ability to induce free expression, and an appropriate release of emotions; to deal constructively with anxiety and to help with personal problems; to act as a liaison between the children and other staff members and to integrate the institution's services into a unified program for each child. This person is the social worker.

¹
Kenneth Pray, "Social Work in the Prison Program", Federal Probation, Vol. 7, (October-December, 1943), p. 5.

This type of service in an institution of juvenile offenders was not thought necessary, and consequently not included in the program of earlier periods. However the best thinking on institutional care today projects the institution as an agency which combines the skills of many disciplines, all designed to promote and protect the social well-being of children, and which represent an individualized service based on the child's needs. Careful evaluation is necessary to be certain that the institution is the best possible service for a particular delinquent child. In this setting the social worker is seen as the:

"...person who follows the individual child through his career from admission to release. His function usually is to collect any available data about the child, to present this to the classification committee, or its counterpart, with recommendations for program. During the child's stay, he is seen as the one who interprets to the child the progress he is making and gives casework help to those points where he seems to be in need of individual guidance. In addition, the caseworker is usually the liaison person between the professional and non-professional staff. He interprets the child's difficulties and problems as well as his reactions to other staff. He may make recommendations on assignments and program changes. When the youngster has made sufficient progress to be considered for release, the criterion too often being chiefly good behavior, the caseworker prepares the case for the parole committee and

also prepares the youngster for release."¹

In the institution the caseworker has more than merely the relationship with the child as the vehicle for treatment. The controlled environment allows for careful planning of the nature, quality and intensity of a child's relationships with a variety of adults in his environment - teachers, supervisors, group work and recreation staff and even clerical and maintenance workers, who have contact with the child. These relationships, their intent and meaning are used, managed and integrated into a total treatment plan by the caseworker.

Turning to the group of juvenile delinquents under study, of the total group of one hundred and seventy-six children, seventy-five were in an institution. (The Nova Scotia School for Boys at Shelburne, the Maritime Home for Girls at Truro and St. Ephrasia's Training School in Halifax.) Of these seventy-five children, the writer selected a sample of twenty-five. The selection was made by taking every third name on an alphabetical listing. Most of the children from this sample had been committed only once, while some were in for a second and third time. This is better illustrated in a table.

¹
National Conference of Social Work, Casework Services, Today in Institutions for Delinquent Children, A report prepared by Norman V. Lourie (Columbus Ohio: National Conference of Social Work, 1951), p. 104.

TABLE V
 ILLUSTRATING THE AGE, IN YEARS, AND NUMBER OF
 TIMES COMMITTED TO A CORRECTIONAL INSTITUTION,
 OF 25 JUVENILE DELINQUENTS IN THE INSTITUTION
 IN MARCH 31, 1960.

Age	No. of Times Committed			Total
	First	Second	Third	
11 & under 12	1	1		2
12 & under 13	3			3
13 & under 14	3	1		4
14 & under 15	5	2		7
15 & under 16	4		3	7
16 & over	1	1		2
Total	17	5	3	25

It is interesting to note that the heaviest concentration both on first admissions and on total admissions is among the fourteen and fifteen year old age group.

The next table shows the relative length of stay in the institution. The length of stay includes the total time a child spent in an institution on one, two and three admissions.

TABLE VI
ILLUSTRATING THE TOTAL PERIOD OF
INSTITUTIONALIZATION OF 25 JUVENILE
DELINQUENTS UP TO MARCH 31, 1960.

Age	Under 6 mos.	6 mos. & under 1 yr.	1 yr. & under 18 mos.	18 mos. & under 2 yrs.	2 yrs. & over	Total
11 & under 12	1			1		2
12 & under 13		2	1			3
13 & under 14	2		1	1		4
14 & under 15	4	3				7
15 & under 16	1	2		1	3	7
16 & over		1		1		2
Total	8	8	2	4	3	25

Sixteen of the twenty-five children or 64% were in the institution less than one year up to March 31, 1960. This indicates a more intensive institutional program with the emphasis on maintaining the child in the community instead of "putting him away" as was the prevailing policy of earlier years. Of the three children in the institution in excess of

two years, two were boys from extremely inadequate home situations who were committed on three different occasions, while the third was a young girl whose particular circumstances necessitated this extensive term of treatment.

Of the twenty juvenile delinquents referred to in the previous chapter, there were only three classifications as to the type of offence committed which resulted in probation sentences. In the institutional group there is a much greater variation in the type of offence as is seen in Table VII.

The offences were also much more serious, which appears appropriate to this more drastic method of treatment.

The two children listed under "poor home conditions" were convicted for committing delinquent acts and would have been placed on probation had there been more strength in the home environment.

Having given some general information on the group under study, the writer will now view the social worker's position in relation to this particular group while in the institution. All but three of the twenty-five children were detained in the Nova Scotia School for Boys at Shelburne. During the time these children were at Shelburne there was one social worker on the staff whose general duties were: acting

supervisor of training, intake interviews with children and those accompanying children to the institution, supplementation of social histories, establishing relationships with the children, contacts with probation and after care officers, casework services to disturbed children or children with behavior problems, and the writing of progress reports.

Of particular importance to this study is the social worker's direct contact with the child in the casework relationship. Although the records show evidence of interviews with each child, the content of individual interviews, unfortunately, is restricted to a small number of records, usually when special help was needed for disturbed children, children with special problems, or children with behavior problems.

¹
A. J. Sands, Executive Director of the Nova Scotia School for Boys; A lecture with the researchers in November 25, 1960.

The case of Arthur Jarvis gives a good illustration of the caseworker's role in dealing with a child with behavior problems. Arthur, a twelve year old, was at the Nova Scotia School for Boys eighteen months. Following the first interview the social worker wrote that...

Arthur is a very ingenious little fellow. He is now very conforming but we can expect some difficulty with him.... in a most interesting interview, he presented a picture of himself as the victim of physical abuse. There is evidence here of immature parents, marital discord and of inconsistent discipline. He demonstrated his desire for attention and sympathy.

As the caseworker got to know this boy better he was able to see his behavior patterns in relation to other boys in his group.

Arthur has conflicting feelings toward the special assignment with Mr. Roe; sometimes he felt fortunate because he was able to do some things other bantams could not do; but when he missed out on pleasant group experiences he felt very unlucky, and said that he was being discriminated againsthis behavior has been variable and impulsive. He receives more parcels from home than any other bantams, and uses this to buy friendship without any real successwhen he has trouble in relationships with his peer group, which is often, he places the blame wholly on other boys.

Three months after coming to the institution, Arthur had tried to run away three times, each time with a different companion. During this period he

was seen on a weekly basis by the social worker and when he was in detention he was seen every day.

Several months later the worker recorded that:

The group supervisors feel that Arthur has shown an amazing improvement within the last two months. He displays more interest and enthusiasm for group projects. His thoughts are no longer directed toward running away. He is still believed responsible for petty thieving among the group, and needs as much attention as we can give him to continue progress. He has been interviewed regularly and seems to feel the workers interest and tells of various accomplishments he feels he has made.

This boy was obviously helped a great deal through his relationship with the social worker, and the program of the school. As the record shows, he required a great deal of support, and frequent contacts. However despite the intensiveness of the relationship, Arthur was not viewed as likely to succeed on his final evaluation. Yet this case should not be viewed as failure, since Arthur did show a measure of improvement in attitude, behavior, and his relationships; perhaps this was all that could be expected of him at this stage of his development. Here is the social worker's final evaluation of Arthur.

Arthur seemed always to be involved in some difficulty and in general appeared emotionally upset a great deal of the time. Our interviews were focused on the difficulties he was experiencing and later on plans for leave and release. He exhibited little trust in adults or in other boys. He came to see me happily enough but frequently

wanted to use our relationship against other boys. He felt no one liked him and felt that he had to get even with everyone. However there were periods of comparative well adjustment to group living. When we recommended him for release we felt we had offered him about all we knew. Some of this of course he was not able to use.

His parents visited him less often toward the end of his stay. Mrs. Jarvis appeared very involved with this particular child. The Jarvis' would benefit from family-centered therapeutic help.

The limited progress in Arthur Jarvis' case may well be the result of the fact that the entire family required therapeutic help. If this boy was given little chance of learning trust and love in his own home, it was unlikely that he would respond differently away from home. Nevertheless he had the benefit of a period in his life when he was accepted and given the opportunity to modify his patterns of behavior, and to learn to live under strict but consistent limits.

Owen Dorey is a colored boy who never had a stable home. The fact that he was negro and the instability of his home life were areas of special difficulty for him. This account was taken from the record on the first of three admissions.

Owen first visited the social worker in March 1956 in a despondent mood because he was not getting Easter leave. The worker helped him to see from progress reports where he was making an effort and where he was not.

He agreed he was untruthful at times, but felt he had made an effort since Christmas. His school work was satisfactory and the worker encouraged him to try hard so that he could get released by the end of June. The worker offered to see him weekly and commented that he was bright enough to understand what was required of him for release.

In the second interview Owen was taken for a car drive. This was to bolster his own self-esteem and to show that the worker was interested in him. Support was given to help him progress, as he had not put forth too much effort in the previous two months. Color consciousness was discussed; this problem upsets him especially when teased. The worker explained how real a problem it could be and showed, from illustrations of negro friends, one of whom Owen knew, how the problem could be overcome.

With Owen the social worker is very accepting and encouraging, while at the same time helps him face up to some of his difficulties; because of the special problem this very sensitive colored boy had, the worker utilized special methods in his approach to help him.

Not all the boys in the institution are able to profit from a casework relationship in the same way; different goals are set for each boy according to his particular problem and potential. With many boys the worker's goal is to sustain a supportive, reassuring relationship. Patrick Saunders is a boy who is easily disturbed and at the time of his interviews could not profit from intensive casework.

Patrick felt he was getting along better with other juniors since the two boys he felt picked on him went home in June. He did not mention the quarrelling and teasing that he initiates. During the interviews he appeared tense, ill at ease and very emotional. He described events leading up to commitment as school problems, "not just truancy". He was expelled several times for "being bad". He became very angry when describing several incidents in which he had been involved, saying he could not do anything else but fight. e.g. when another boy called his mother awful names.... He tends to idealize his home life. He had planned to go to live with his grandmother in Yarmouth, but said he was too much for them because they were old.

Enuresis is a problem. He finds it difficult to go back to sleep after having been awakened. He attributes this to loneliness and thinking about home. Although apparently well, he describes various pains quite vividly and says his appetite is not good.

Contact varied in frequency according to Patrick's adjustment to the group and his own personal feelings. When he was depressed and discouraged he was seen regularly, otherwise contacts were less frequent.

On another occasion the caseworker wrote:

He has nervous mannerisms, he clasped and unclasped his hands, rubbed his eyes, etc. He is easily influenced. Periodically he seeks to escape group pressure.

The worker made himself available to this boy when help was required. The worker saw that Patrick's greatest needs were met by a supportive relationship in times of excessive stress.

Dick Steel is a boy who has a very low opinion of his own worth and his actions express a constant

need to prove himself. He was sixteen years old March 1960, and was committed to the institution on two occasions for forgery and illegal possession of liquor. Because of his own doing he suffered the most cruel treatment possible to the institution - rejection and isolation from his peer group. The worker has this to say of him.

This boy has responded slowly to the environment. He requires close supervision in all areas from personal hygiene to his conduct with the boys. At times he agitates them and teases beyond limits. The staff felt that he is moody, responds slowly to situations and is evasive. He would like to act tough and be a smart guy if he could. He has leadership aspirations but he has not the backing or the personal courage to assume the leadership role amongst his peers. This boy is more mature than most lads in the school. But is subject to swings in his behavior; he is very grown up at one time and quite immature the next.

The boys in his group take every opportunity to get Dick involved and blamed for troubles in his group. He brings a lot of difficulty on himself by wise cracks, borderline answers and actions towards other boys and staff as well. He was attacked by two other boys at the school for the purpose of giving him "a going over". Most of the boys do not have any use for Dick.

The goals of institutions for juvenile offenders must always have the child in focus, and if this is so the desirable results should be - a healthy relationship with authority; provision for an environment which enables the child to live acceptably by the use of limits; the chance to achieve goals of which society

approves; the opportunity of the children to form relationships with a peer group; the chance to accept moral values and finally the availability of individual counselling through relationship with a caseworker. Such counselling is probably the indispensable "other half" of the experience offered youth in institutions. This is the mode of interpreting the experience he is undergoing, helping him to see his present experience with authority in relation to past experience, and the necessary means of attaining all the institution¹ goals.

¹ Charles H. Shireman, "How Can the Correctional School Correct?", Crime and Delinquency, Vol. 6, No. 3, July 1960, p. 267-274.

CHAPTER V

THE SOCIAL WORKER'S ROLE ON AFTER CARE

After care means the supervision of juvenile delinquents following the completion of treatment in an institution, and includes parole. Parole is a conditional and revocable release upon his own recognizance or subject to supervision, provided by statute, of a delinquent with indeterminate or unexpired sentence.

When the delinquent child is freed from the stringent but protective controls of the institution, the main task is in helping him readjust to the community under the guidance and supervision of the social worker.

The ideal in after care is that it should become the final stage in a continuous process of rehabilitation which should start as soon as a person is committed to an institution. As this is not always the case, the social worker in after care takes a very large measure of responsibility for his charges, but as a caseworker has a great deal of freedom. The major problem to be worked with at this stage in relation to the delinquent is helping him bridge the gap between

institution and community. This is a very difficult task, not only from the fact of tremendous environmental difference between the home and institution, but also because the child whose needs were best met by this form of treatment is necessarily a graver problem of rehabilitation. Success demands maximum utilization of personal and community resources on the part of the after care officer.

The problem is to find the balance between tight supervision and help which will make it possible for the juvenile offender to take over more and more responsibility for his own behavior. The social worker must help the youth hold the gains he has made in the training school, help the parents carry their rightful responsibility during this very difficult period - difficult for both the boy and his parents - in such a way that he may truly have a second chance. It is the function of the after care supervision service to protect both the boy and the community and to make it possible for him to find something within himself on which he can depend during the years ahead.¹

The focus then is on the child, the family and

¹ Sheldon Glueck, The Problem of Delinquency, (Boston: Houghton Mifflin Company, 1959), p. 541.

the community, and this involves the sustained, intensive after care supervision by a professional social worker, preferably one who has connection with the training school and has the knowledge of its program and personnel. By supervision is meant, not a periodic parole checking, but a rehabilitative relationship which is part of a continuous plan with the child in readjusting from the institution to the community. Parent and child need a great deal of help to understand and readjust to each other in the new light and changes which have occurred.¹

Frequently the social worker in an after care setting must be quite directive because the juvenile offender on release is often incapable of mature self-direction, and self-planning, especially during the period immediately following discharge. His return to the realities of free social living after a period of extreme dependency is accompanied by great anxiety which tends to confuse and immobilize him. The goals so carefully planned in the institution fall apart, and must be re-examined, re-presented and focused anew. Long institutional experience makes children more dependent, confused and unrealistic.

¹ Frank Manella, "After Care Program", National Probation and Parole Association, Vol. IV, No. 1, (January 1958), p. 74.

Often the caseworker must be directive in order to begin to be helpful. However, this directiveness must be tempered without ever being, or even seeming to be authoritarian.

A basic social work principle in the correctional field, is acceptance. This proclaims the necessity to perceive, acknowledge, and establish a meaningful relationship with the individual client as he actually is, and not as society would want him to be. This requires the development of self-awareness in the worker, and the cultivation of attitudes that are non-condemnatory. Since the juvenile offender on after care requires a great deal of acceptance and support, it is difficult to give him what he needs unless the caseworker has carefully examined his own feelings about juvenile delinquents and is prepared to accept the child for what he is.¹

In the sample under study, of the 176 juvenile delinquents, known to the Halifax Regional Office of the Department of Public Welfare on March 31, 1960, 38 children were on after care service. Of these 38 children, the writer selected a sample of 19 children for this particular thesis. The writer selected this sample by equal intervals. These children had been in

¹ F. J. Neville, "Social Casework in Correctional After Care", Canadian Welfare, Vol. XXXII, No. 7, March 15, 1957.

the institution on one or more occasions, and on the closing date for the collection of data were at varying phases in their rehabilitation program. Table VIII shows the relative length of time the children were under the supervision of the after care officer up to March 31, 1960. This date was selected arbitrarily for the purposes of the study and does not indicate the termination of service.

TABLE VIII
ILLUSTRATING THE DISTRIBUTION OF 19 JUVENILE
DELINQUENTS ON AFTER CARE AS TO AGE, IN YEARS,
SEX AND TOTAL LENGTH OF SERVICE UP TO
MARCH 31, 1960.

Age	Length of Service									
	Under 6 mos.		6 mos. and under 12		12 mos. and under 18		Over 2 yrs.		Total	
	M	F	M	F	M	F	M	F	M	F
13 & under 14			1						1	
14 & under 15			2		1				3	
15 & under 16	1		2	1	3				6	1
16 & under 17		1	2	1			2		4	2
over 17			1						1	
Not Rec- orded				1						1
Total	1	1	8	3	4		2		15	4

The two children on after care in excess of two years had been institutionalized on three occasions. Table VIII indicates the accumulative length of supervision on after care. Of the nineteen children, thirteen were committed to the institution for the first time, four for the second, and two for a third time.

For their most recent confinement to a correctional institution, there were a variety of reasons. This is shown in Table IX.

Generally the amount of recording on the juvenile delinquent of this sample was very limited in relation to their after care supervision. The pattern appeared to be a brief summary following a number of interviews, and notes on specific matters of importance, usually a recurrence of delinquent behavior. Table X shows the various persons contacted by the social worker in relation to each child, as reported in the record.

TABLE IX
 ILLUSTRATING THE AGE, IN YEARS, SEX, AND REASON
 FOR THE LATEST COMMITMENT TO THE INSTITUTION OF
 19 JUVENILE DELINQUENTS ON AFTERCARE SUPERVISION
 ON MARCH 31, 1960.

Age	Incorri- gibility	Violation of probation	Treasony	Theft	Violating town Ordinance	Break enter and theft	Break and enter	Net Recorded	Total
13 and under 14								1	1
14 and under 15						2	1		3
15 and under 16	2		1	2		2			7
16 and under 17			2	1	1	1		1	6
over 17		1							1
Not Recorded			1						1
Total	2	1	4	3	1	5	1	2	19

TABLE X
ILLUSTRATING THE PERSONS WITH WHOM THE SOCIAL WORKER
HAD CONTACT DURING THE AFTER CARE PERIOD OF 19 JUVENILE
DELINQUENTS AS OF MARCH 31, 1960.

19 Child- ren	Child	Parents	School Author- ities	Employ- er	Police Not Re- corded		Total
ER	1	1	1				3
WC	1	1					2
WI	1	1					2
OY	1	1	1				3
TA	1	1	1				3
CE			1				1
RS						1	1
AB	1	1					2
GR	1	1	1				3
JF	1	1	1				3
CF	1	1		1			3
GL	1	1	1				3
NT	1	1					2
NB	1	1					2
KN	1						1
AC		1	1		1		3
HT	1		1				2
KE	1	1	1				3
BJ	1	1					2
Total	16	15	10	1	1	1	44

As the table indicates sixteen of the nineteen children were seen by the social worker on one or more occasions. Fifteen parents were also seen during this period. It should be pointed out here that normally the aftercare officer maintained a contact with the family while the child was in the institution, to report developments on the child, to modify the home environment if this was necessary, and to prepare the family for the return of the child. If the child was returning to the school in his area, the social worker usually prepared the school authorities for this event. Considering the rate of recidivism of this group (32%) the writer questions the fact that contact with the Police was with reference to only one child.

As noted earlier, specific interviews with each child were seldom recorded by the after care officer. However the relative frequency of interviews was written in the record. Almost fifty percent of the delinquent children were interviewed once a month, while among a slightly smaller number the frequency or infrequency is not recorded. Two children were interviewed twice a month, and one child was interviewed every three months, and one every four months.

From the recorded material on each child the writer determined whether the after care officer's contact with the juvenile delinquent was of a casework or

routine contact.¹ This is illustrated in Table XI.

TABLE XI
ILLUSTRATING THE AGE, IN YEARS, AND TYPE OF CONTACT BY
THE SOCIAL WORKER WITH 19 JUVENILE DELINQUENTS ON AFTER
CARE ON MARCH 31, 1960.

Age	Casework	Routine	Not Recorded	Total
13 & under 14			1	1
14 & under 15	1		2	3
15 & under 16	5		2	7
16 & under 17	4	2		6
17 & over	1			1
Not Recorded	1			1
Total	12	2	5	19

Twelve of the nineteen children had the benefit of a casework relationship, two a routine contact and with the remainder, the type of contact could not be determined or there was no evidence of contact. This is not in accord with the basic philosophy on which

¹ "Supra, p. 26"

after care supervision is based, as discussed earlier in this chapter.

The case of Theo Allen, a sixteen year old, illustrates the type of boy who seems to have profited from his experience in the institution, and after care supervision. He was faced with a difficult problem but was more than equal to the trust and confidence placed in him by his peer group.

Theo's discharge was delayed because of marital problems at home. When he was ready for release, the worker discussed the situation with Mr. Doe, the principal at the school where Theo would attend. He suggested that the boy complete his school year at Nova Scotia School for Boys.

Theo is an extremely well liked boy, well mannered, and well behaved. The great need is for consistency on the part of the parents.

The experience of being committed causes him extreme distress.

Worker discussed school with the boy. He plans to complete high school. He has also found a job at the golf course. He is quite understanding of his home situation. The friction at home apparently had little or no effect on him. Theo was elected treasurer of his class and lost \$15.00 that he had collected from his classmates.

Later the worker reported that....

Theo is well behaved and very cooperative. He sold his skates in order to repay the money he lost;

Gelin Redmond was less successful. He had a stormy time in an inadequate home and an equally stormy

period in the institution. The after care officer felt a return to his own home would have made rehabilitation thus far, futile, and recommended a foster home. The worker further went on to say that since little change had been effected in the home during Colin's absence, it was more than likely that he would revert to his former mode of behavior, if released to his own home.

Colin, fifteen years of age, had visited the home and the worker was to make final plans in regard to Colin's placement. It was felt, that although this was a good foster home it was not too well suited to this child. However, the foster parents were anxious to take Colin.

The child's initial adjustment to the foster home was very good; school progress was excellent. However he became demanding, overactive, and disobedient and had to be moved. He was returned to his own home.

The foster parents were most cooperative but Mr. Ford had a cardiac condition and Mrs. Ford feared the misbehavior of the child might cause a relapse. Regular contact was kept with Colin in his own home.

Although the writer appreciates the difficulties in procuring good foster homes for delinquent children, the basis for deciding in favor of this home must be questioned. The selection must depend on the individual needs of the child and not solely on the eagerness of the prospective foster parents.

For many children, who do not have the experience of a stable home, and who spend a long period in

the institution, adjustment is difficult and frustrating. The social worker must be a constant source of support and encouragement.

Wendy, fifteen years of age, was returned to her grandmother's home on release from the institution.

The worker had eight interviews with Wendy. Adjustment to her home was discussed since Wendy was finding this difficult. She was given considerable support in this regard, and also about her schooling.

Wendy sometimes feels that she would like to return to the institution. The worker helps her to see that this would not solve her difficulties. She was also helped to establish some values in regard to her relationship with men.

Many authorities on the subject of after care feel that the three to six month post institution period is the most difficult time for the delinquent child. Repeated difficulties in readjustment lead to frustration and discouragement, and children such as Wendy wish to regain the security that was theirs in the institution.

Andrew Bradley is a boy who never had the opportunity to identify with an adequate sense of values, with the result of his total inability to conform to the demands of society. He was committed to the Nova Scotia School for Boys on three occasions for incorrigibility.

After discharge, Andrew went with his mother. It was felt necessary to find a foster home

as Mrs. Bradley gave birth to another child, the father unknown. In the foster home he ran away four times and was dismissed from school for hitting a young girl.

This boy has been given every opportunity to rehabilitate himself, but refuses to cooperate. It is recommended that he return to the Nova Scotia School for Boys on the warrant of the Minister of Public Welfare,

The record is sparse in details, but the writer feels that real effort was made to help this boy. However his behavior was a scourge and a mystery to all those concerned with his welfare. Perhaps a referral to expert authority in understanding human behavior would have been appropriate at this time, so that a more constructive treatment plan could be realized.

After his release from the institution a second time, Andrew was placed with his grandmother in Lunenburg. Things went along well until February when he started staying out late at night. He was also bullying the younger children in the school and fell in poor grace with his teacher. In April he was not allowed to return to school. He ran away and came to Halifax to see his mother.

He later returned to Lunenburg and continued to remain there for about a month. He was accused of breaking windows at school, but no charges were laid. The next report was that Andrew was living with the light house keeper on Lunenburg Rock. The light house keeper and his wife wanted to adopt him and sent in a formal request to the Department of Welfare. However Andrew left these people and went to live with another old gentleman in the community; he stayed there only a short while and returned to his mother in Halifax. It was requested that he again return to the Nova Scotia School for Boys.

A few months later he was released from the Nova Scotia School for Boys to a new foster home in Truro.

The writer believes that this boy was quite incapable of living within the limits set for him during the rehabilitation program. The record gives a picture of a boy constantly running away. His poor home environment, with a total lack of adequate values and controls, left him with little direction and purpose in life. In this case the writer feels that social casework alone was not a sufficient resource in dealing with this boy's problems. The matter of distance was also an obstacle in forming a relationship, although there is no indication from the record to show that the child could profit from such a relationship.

Ernest Read, fifteen years of age, is, perhaps the type of lad who is most puzzling and frustrating to the after care officer. Despite close supervision, and a good foster home, the rehabilitation program fails.

Ernest was taken to his prospective foster home before discharge. On discharge he was placed in this home, as it was felt that he would get adequate attention and affection.

During his stay in this foster home, Ernest was seen about fifteen times by the worker in which he was helped with his adjustment to his new home and with personal problems related to his development, progress and conduct. The family established a good relationship with the worker. They were given support and helped to understand and accept Ernest and his behavior.

However, he reverted back to his old habits of lying and stealing which necessitated his removal from the home and was returned to the Nova Scotia School for Boys.

In this case also, where the behavior of the child is inexplicable to the social worker, other professional consultation is required. In this particular case Child Guidance Clinic facilities could be of assistance in diagnosis and treatment.

The writer concludes this chapter on after care with the thought that more has to be done to help children meet the problems, almost insurmountable to the delinquent, that must be faced on discharge from correctional institutions. If these problems are to be met and overcome, the child needs the strength and assurance of the casework relationship, and the help that can only come when the community is aware of the child's difficulties and is willing to extend understanding and help instead of indifference.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

What the best and wisest parent wants for his own children, that must the community want for all its children.

1
John Dewey.

This thesis is part of a group study on the problem of juvenile delinquency in the greater Halifax community. The many other aspects of delinquent children and the service available to them, not included here, have been expounded upon in companion theses.

In this study the writer has viewed the social work practice as part of the correction service, in relation to leading authorities in the field of correctional social work. The most apparent need as evidenced by this writer was for more complete case records. There was a great difference in the quality and amount of recorded material. Where the recording was brief or not centered on the child, the writer questions the quality of service rendered. It indicates stereotyping rather than a particular study of each

¹ John Dewey, as quoted by Henrietta Gordon, Casework Services for Children, (Boston: Houghton Mifflin Co.; 1956).

individual child. Inadequate recording also causes a disruption in the rehabilitative process with a change of workers.

The writer attempted to show that there is basically no real conflict to social work functioning within a correctional setting. From this study the writer finds that the authority of the court can aid the social work aspects in two ways: first, the child comes in contact with the social worker even if on compulsion; and secondly, this enforced relationship can be a positive factor in teaching the delinquent child to function within specific limits. Further movement in enabling the child to become an active participant in his rehabilitation, will to a large degree depend on the skill and efforts of the social worker.

There is an evident lack both in the frequency and content of casework interviews with the delinquent child on probation. With some children there is no evidence of contact in the record; while with others the contact is infrequent. If the views of leading figures in the field are accepted, the casework relationship between the social worker and probationer is the essential means of fostering healthier attitudes in the delinquent child and his family, while at the same time fulfilling the

requirements of the courts. In order to establish a purposive, rehabilitative relationship, frequent interviews are necessary. Otherwise little progress is made and the results of the probation officer's efforts fall far short of desired goals. Also, since juvenile delinquency is a community problem, greater utilization of forces within the community, or more specifically the child's environment, should be coordinated into the treatment plan of each child. This involves interviews with the schools, the police, employers, clubs and organizations concerned with each child.

In the institutional group, the writer found that there is a need for regular casework contact with every child committed, not only with disturbed children or children with behavior problems, as the quantity and quality of the recording indicates. Every committed child fits in the categories of "disturbed" or "behavior problems" to some degree, and a valuable opportunity is lost if the child receives less than sufficient casework service. The regularity and intensity of contact will depend on the problems the child is currently faced with, and his ability to use the service. However, the limitation in social work personnel greatly restricts optimal service to institutionalized children at present. Nevertheless, there is need for interpretation both to

the public and government so that a more ideal program can be maintained.

The writer found that most of the children on after care supervision had less than a minimal, adequate number of contacts with the after care officer, and for the most part the content of interviews was not therapeutic. Too much of the recorded material reflected the offences of the child and the difficulties he was encountering, rather than the child himself, his feelings and attitudes, psycho-social evaluations, and concrete treatment plans. There is also a greater need for more referrals to the Child Guidance Clinic, where this service is warranted. To a large degree these shortcomings can be attributed to the excessive case loads. The United States Children's Bureau recommends a case load of thirty for an after care officer,¹ whereas the workers with juvenile delinquents in this area have caseloads twice that figure. There also appears to be a need for greater care in the use and selection of foster homes for children whose situations can best be met by this method in the rehabilitative process.

In the overall program of treatment for juvenile delinquents, both within and outside of the

¹ Mumella, op.cit., p. 52.

institution, the writer suggests that greater utilization should be made of the special skills of social workers; and since these skills are in the area of assisting people to more adequate social functioning, it is in the purposive relationship with clients that a worker must place his major emphasis.

The writer believes that social workers in the field of juvenile delinquency should have post graduate (Master of Social Work) education, with particular adaptive qualifications for this field. Correctional social workers must adjust to the special demands of identifying themselves with the positive aspects of authority. Secondly, the social work task in corrections, calls for social workers who are not exclusively case-workers or group workers, because they work with individuals, groups and communities. The need is for well rounded social workers whose basic knowledge of casework has not obscured their understanding of group dynamics and of the social milieu from which their clients come, or their responsibility for social action.¹

The writer is aware that this is the philosophy behind present day social work education; that is, the

¹
Ben S. Meeker, "Implications for the Field of Corrections", Social Casework, Vol. XII, No. 1, January 1960.

generic approach of educating social work students in casework, groupwork, and community organization to prepare them for the basic requirements of any social work position. However several authorities believe that this training is not necessarily sufficient to provide for the social work tasks in the correctional field.

While the court and its affiliated agencies carry a primary responsibility for dealing with delinquents in conflict with the law, it must be remembered that the broader duty of prevention and treatment rests with the total community and is shared by public and voluntary welfare agencies, schools, churches, courts, law enforcement authorities, recreational agencies, and individuals.

APPENDIX

SCHEDULE FOR READING RECORDS
AT DEPARTMENT OF PUBLIC WELFARE

SECTION I

IDENTIFYING INFORMATION

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

SECTION II

BACKGROUND HISTORY

A. Family.

1. Father:

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

- h. Present Occupation

- i. Income
- j. Other Significant Information

- k. Date of Death

2. Mother:

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

g. Education

h. Present Occupation

i. Income

j. Other Significant Information

k. Date of Death

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

a. Name

b. Sex

c. Date of Birth

d. Place of Birth

e. Religion

f. Race

g. Marital Status (married name also for females)

h. Education

i. Present Occupation

j. Income

k. Other Significant Information

1. Date of Death

B. Changes of Residence of Child

1. Own Home	Place	Dates
-------------	-------	-------

2. Foster Home	Place	Dates
----------------	-------	-------

3. Relatives' Home	Place	Dates
--------------------	-------	-------

4. Institution (Name)	Place	Dates
-----------------------	-------	-------

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

D. Description of home.

1. Type of dwelling

2. Number of rooms

3. Number of people in home

4. Owned _____ Rented _____ Free _____

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

6. Worker's impression of home:

E. Contacts with other Agencies (dates and details)

SECTION III

PSYCHIATRIC REPORT

A. First Psychiatric Report Received by Agency.

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

B. Later psychiatric reports (record individually)

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

SECTION IV

PSYCHOLOGICAL REPORT

A. First Psychological Report Received by Agency

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

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

6. Projective and personality tests used

7. Summary of findings

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

SECTION V

DEVELOPMENTAL HISTORY

A. Significant Information about Birth and Early Development.

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

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

1. Stealing

2. Truancy

3. Lying

4. Running away from home

5. Vandalism

6. Assault

7. Cruelty to: a. children

b. animals

8. Sexual offences

9. Drinking

10. Illegal use of drugs

11. Incurrigibility

12. Profanity

13. Breaking of curfew law

14. Others

D. Social Development. (Indicate age where significant)

1. Relationships:

a. Parents (specify mother and father)

b. Siblings

c. Peers

- d. Girls
- e. Teachers
- f. Clergymen
- g. Other adults

2. Social Activities:

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

- b. Informal activities

- c. Gang activities (details of composition of gang)

- i. age

- ii. sex

- iii. size

iv. race

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

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

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

3. Methods:

4. Parental attitudes:

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

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

H. Religious Activity

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

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

G. Details of Medical Treatment after Opening of Case

SECTION VII

SCHOOL RECORD

A. As of Time of Opening of Case

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

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

General comments:

6. Attendance: good _____; poor _____.

7. Deportment: satisfactory _____; unsatisfactory _____.

(Give details)

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

9. Child's expressed attitude towards school.

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

SECTION VIII

EMPLOYMENT

A. Full Time

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

B. Part-Time

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

No. of Offense _____

SECTION IX

LEGAL ASPECTS

(Fill in new section for each court appearance)

A. Legislation (under which charged)

Date of charge _____

1. Education Act
2. Juvenile Delinquent Act
3. Child Welfare Act
4. Any Municipal Ordinance
5. Criminal Code

B. Type of Offense (give details)

1. Break - entry

2. Assault

3. Truancy

4. Theft

5. Curfew

6. Vandalism (specify)

7. Sex offenses

8. Incurrigibility

9. Vagrancy

10. Other

C. Type of Court

1. Juvenile
2. Magistrate
3. Other

D. Complainant

1. Police
2. Attendance Officer
3. Parents
4. Citizens

5. Social Agency

6. Other

E. Legal Representation (give recommendations)

1. Crown

2. Defense

F. Disposition of case

1. Temporary Suspension

2. Commitment to Director

3. Probation

4. After-care

5. Commitment to Institution

6. Dismissal

Period of probation: 1st

2nd

3rd

SECTION X

PROBATION

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

A. Date of Court Hearing

B. Pre-trial Study

1. By whom

2. Number of interviews (note with whom)

3. Aspects of individual and environment included

a. Family background Yes _____ No _____

b. Family relationships Yes _____ No _____

c. School Yes _____ No _____

d. Youth groups Yes _____ No _____

e. Church Yes _____ No _____

4. Recommendation of probation officer

C. Judge's Criteria for Disposition (details)

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

D. Conditions of Probation

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

E. Nature of Probation Service

1. Number of contacts by Probation Officer

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

2. Type of contact

- a. casework (summary of content)

b. law enforcement

c. routine

3. Attitudes toward probation (substantiate)

- a. child

b. parents

F. Violation of Probation

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

G. Termination of Probation

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

H. Use of Community Resources for Evaluation

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

6. Others

I. Effect of Court Procedure on Child

J. Use of Authority (punitive, etc.)

1. By judge

2. By probation officer

Period in Institution: 1st

2nd

3rd

SECTION XI

INSTITUTIONAL CARE

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

A. Name of Institution

B. Date of Commitment

C. Pre-trial Study

1. By whom

2. Number of interviews (with whom)

3. Aspects of individual and environment included:

a. family background	Yes _____	No _____
b. family relationships	Yes _____	No _____
c. school	Yes _____	No _____
d. youth groups	Yes _____	No _____
e. church	Yes _____	No _____

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

D. Judge's Criteria for Disposition (details)

1. Pre-trial study

2. Previous record

3. Attitude of child

4. Behaviour of child during probation

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

1. Adjustment to institutional setting and program

2. Relationships:

a. Staff

b. Peers

3. Treatment plans and progress

a. Casework

b. Psychiatric

c. Counselling (other than by social worker)

F. Contacts with Parents (date and content)

1. By child

2. By institution

3. Other

G. Treatment of Parents (date and details)

1. Casework

2. Psychiatric

3. Other

H. Contacts with Community (date and content)

1. Child's contacts

a. School

b. Church

c. Recreation

d. Individuals in community

e. Other

2. After-care officer's contacts

a. Relatives

b. School

c. Clergy

d. Other

I. Discharge

1. Recommendations and dates

2. Reasons for delaying discharge

a. By institution

b. By after-care officer

c. Other

3. Date of discharge

4. Terms of discharge (include place)

Period of after-care: 1st

2nd

3rd

SECTION XII

AFTER-CARE

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

A. Name of After-Care Officer

B. Preparation by After-Care Officer

1. Child

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

2. Parents or Substitute Parents

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

i. Mother

ii. Father

iii. Both parents

iv. Relative

v. Guardian

b. Method

i. Interview (state where held)

ii. Telephone

iii. Letter

3. Community (state purpose and results if given)

a. School

b. Church

c. Work:

i. employer

ii. N. E. S.

d. Police

e. Clubs

f. Other

C. Selection for Discharge

1. Date of recommendation

2. By whom made

3. Basis of recommendation

4. Suggestions and recommendations for discharge plans

D. After-Care Services (following discharge)

1. Place to which discharged

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

2. Plan of treatment (verbatim)

3. Casework Services

a. Child

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

ii. Content of interviews

iii. Child's attitude and co-operation

iv. Parole violation and method of handling

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

i. Mother

Father

Both parents

Relative

Guardian

ii. Content of interviews

iii. Parents' attitude and co-operation

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

i. School

ii. Church

iii. Work

Employer

N. E. S.

iv. Police

v. Clubs

vi. Other

D. Final Evaluation

1. Child's adjustment and use of service

2. Parents' use of service

SECTION XII

RECORDING

A. Types of Recording

1. Narrative

a. Summarized (periodic) Yes _____ No _____

b. Chronological Yes _____ No _____

2. Social History Yes _____ No _____

Does it contain:

a. Developmental history Yes _____ No _____

b. Social functioning Yes _____ No _____

c. Psychological status Yes _____ No _____

d. Religious affiliation and activity Yes _____ No _____

e. Economic status Yes _____ No _____

f. Attitude of family towards child Yes _____ No _____

g. Recommendations of worker Yes _____ No _____

3. Summaries

a. Summary of impression of child at time of opening of case Yes _____ No _____

b. Periodic summary in narrative Yes _____ No _____

c. Transfer summary Yes _____ No _____

d. Closing summary including

i. identification of treatment used Yes _____ No _____

ii. present status of case Yes _____ No _____

iii. prognosis Yes _____ No _____

iv. reasons for closing case Yes _____ No _____

4. Reports

a. School report Yes _____ No _____

b. Psychiatric report Yes _____ No _____

c. Psychological report Yes _____ No _____

5. Documents

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

6. Correspondence

- a. Letters to agency from
 - i. social agencies Yes _____ No _____
 - ii. child Yes _____ No _____
 - iii. relatives Yes _____ No _____
 - iv. others (specify)
- b. Letters from agency to
 - i. social agencies Yes _____ No _____
 - ii. child Yes _____ No _____
 - iii. relatives Yes _____ No _____
 - iv. others (specify)
- c. Filing of letters
 - i. inter-leafed with text Yes _____ No _____
 - ii. filed at end of record Yes _____ No _____
- d. Dated notation in text with brief account of letter content.
Yes _____ No _____
- e. Inclusion of sundry correspondence
 - i. greeting cards Yes _____ No _____
 - ii. appointment letters Yes _____ No _____
 - iii. other (specify)
- f. Inclusion of inter-office administrative communications.
Yes _____ No _____

B. Content of Recording

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

C. Prognosis

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

D. Currency of Recording

1. Number of interviews recorded

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

SECTION XIV

RESEARCHER'S COMMENTS

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

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

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

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

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

SCHEDULE FOR READING RECORDS AT
NOVA SCOTIA SCHOOL FOR BOYS (revised).

Number of this Admissions:

Total Number of Admissions:

SECTION I

IDENTIFYING INFORMATION

A. Name:

B. Date of Birth:

C. Race:

D. Religion:

E. Date of Admission to N.S.S.B.:

F. Date of Discharge:

G. Legal Reasons for Commitment:

H. Legal Settlement:

I. Social Service Record: Yes _____ No _____

SECTION II

BACKGROUND HISTORY

A. Family.

1. Father:

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

- h. Present Occupation

- i. Income
- j. Other Significant Information

- k. Date of Death

2. Mother:

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

g. Education

h. Present Occupation

i. Income

j. Other Significant Information

k. Date of Death

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

a. Name

b. Sex

c. Date of Birth

d. Place of Birth

e. Religion

f. Race

g. Marital Status (married name also for females)

h. Education

i. Present Occupation

j. Income

k. Other Significant Information

1. Date of Death

B. Changes of Residence.

1. Own Home	Place	Dates
-------------	-------	-------

2. Foster Home	Place	Dates
----------------	-------	-------

3. Relatives' Home	Place	Dates
--------------------	-------	-------

4. Institution (Name)	Place	Dates
-----------------------	-------	-------

C. Other Significant Background Information. (Include reasons for commitment.)

SECTION III

PSYCHIATRIC REPORT

A. First Psychiatric Report Received by Institution.

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

B. Later psychiatric reports (record individually)

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

B. (continued)

SECTION IV

PSYCHOLOGICAL REPORT

A. First Psychological Report Received by Institution.

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

4. I. Q.

5. Name of I. Q. test

6. Projective and personality tests used

7. Summary of findings

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

SECTION V

DEVELOPMENTAL HISTORY

A. Significant Information about Birth and Early Development.

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

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

1. Stealing

2. Truancy

3. Lying

4. Running away from home

5. Vandalism

6. Assault

7. Cruelty to: a. children

b. animals

8. Sexual offences

9. Drinking

10. Illegal use of drugs

11. Incurrigibility

12. Profanity

13. Breaking of curfew law

14. Others

D. Social Development. (Indicate age where significant)

1. Relationships:

a. Parents (specify mother and father)

b. Siblings

c. Peers

d. Girls

e. Teachers

f. Other adults

2. Social Activities:

a. Organized activities

b. Informal activities

c. Gang activities (details of composition of gang)

i. age

ii. sex

iii. size

iv. race

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

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

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

3. Methods:

4. Parental attitudes:

SECTION VI

MEDICAL HISTORY

(If report negative indicate _____ and do not complete.)

A. Significant Childhood Diseases (give dates)

B. Physical Handicaps

C. Hereditary or Familial Illnesses

1. Child

2. Family

D. Hospitalization Prior to Admission (give dates)

1. Operations

2. Accidents

3. Other

E. Reports from other Medical Resources Prior to Admission

1. Department of Public Health

2. Mental Hospitals

3. General Hospitals

4. Clinics

F. Significant Findings from Medical Examination at Admission

G. Required or Recommended Medical Care

H. Details of Medical Treatment While Boy is at Institution (give dates)

SECTION VII

SCHOOL RECORD

A. Prior to Commitment

1. Age at entering school
2. Age on leaving school and reason
3. Schools attended
4. Grade attained, academic standing, grades repeated and progress.
5. School adjustment: excellent _____; very good _____;
good _____; fair _____; poor _____.

General comments:

6. Attendance: good _____; poor _____.
7. Deportment: satisfactory _____; unsatisfactory _____.
8. Participation in extra-curricular activities (give details).

B. At Institution

1. Grade on admission
2. Adjustment to new school situation (include information from periodic reports).

3. Grade on leaving institution.
4. Vocational training (details).

SECTION VIII

EMPLOYMENT

A. Full Time

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

B. Part-Time

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

SECTION IX

ADJUSTMENT TO INSTITUTION

A. Staff's Initial Impressions (give details)

B. Relationships (give details)

1. With authorities

2. With peer group

C. Participation in Institutional Program (include any indication of boy's attitude towards program)

1. Sports

2. Youth groups

3. Manual training

4. Spiritual

5. Other (specify)

D. Maintenance of Former Relationships

1. Number of visits (give dates if possible)

a. Family:

i. Both parents _____

ii. Father alone _____

iii. Mother alone _____

iv. Sibling(s) (give names) _____

b. Friends (names and dates or number of visits)

c. Professional visits (specify person and date)

2. Correspondence:

	<u>Frequent</u>	<u>Occasional</u>	<u>None</u>
a. Received	_____	_____	_____
b. Sent	_____	_____	_____

3. Personal contacts with community (details)

a. Group

b. Individual

E. Recorded Evaluations of Adjustment

(Write out chronologically, giving date, name and function of person making evaluation and summarize content.)

F. Comments on and Examples of Behaviour.

SECTION X

DISCHARGE

- A. Reasons for Discharge (copy verbatim)

- B. Preparation of the Boy
 1. Counselling
 - a. By whom?
 - b. Duration of period of preparation
 - c. Number of interviews
 2. Home Visits (give dates if available)

- C. Attitudes of Boy toward Discharge (copy verbatim)

- D. Discharge Plans
 1. By Institution

 2. By After-Care Officer (indicate if discharge refused)

- E. Prognosis (quote from record)

F. Recommendations

SECTION XI

CONTACTS WITH SOCIAL WORKER

A. Referrals (give dates, reasons and plan)

B. Interviews

1. Dates of interviews or indication of number of interviews.

2. Summary of content of interviews.

3. Final evaluation

SECTION XII

RECORDING

A. Social Work Record

Indicate whether the following data are taken from:

Separate social service record _____

Social worker's recording in unit record _____

Does the social work record contain:

1. Narrative:

a. Summarized (periodic) Yes _____ No _____

b. Chronological Yes _____ No _____

2. Social History:

Give name and position of worker submitting history

Does the history contain:

a. developmental history Yes _____ No _____

b. social functioning Yes _____ No _____

c. psychological status Yes _____ No _____

d. physical status Yes _____ No _____

e. religious affiliation and activity Yes _____ No _____

f. economic status Yes _____ No _____

g. attitude of family towards boy Yes _____ No _____

h. recommendations of social worker Yes _____ No _____

3. Summaries in the narrative:

a. Periodic summary Yes _____ No _____

b. Closing summary including: Yes _____ No _____

i. identification of treatment used Yes _____ No _____

ii. present status of case Yes _____ No _____

- iii. prognosis Yes _____ No _____
- iv. reason for closing case Yes _____ No _____

B. - Content of Social Work Recording

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

C. Currency of Social Work Recording

1. Number of interviews recorded
2. Total length of recording
3. Period of time covered by recording
4. Length of periods covered by summarized recording

D. Unit Record: does it contain

1. Reports

- | | | | | |
|----------------------------|-----|-------|----|-------|
| a. School report | Yes | _____ | No | _____ |
| b. Psychiatric report | Yes | _____ | No | _____ |
| c. General progress report | Yes | _____ | No | _____ |

2. Documents

- | | | | | |
|-------------------------|-----|-------|----|-------|
| a. Commitment paper | Yes | _____ | No | _____ |
| b. Notice of settlement | Yes | _____ | No | _____ |
| c. Entry paper | Yes | _____ | No | _____ |
| d. Release paper | Yes | _____ | No | _____ |
| e. Discharge paper | Yes | _____ | No | _____ |
| f. Other (specify) | Yes | _____ | No | _____ |

3. Correspondence

- | | | | | |
|--------------------------------|-----|-------|----|-------|
| a. Letters to institution from | | | | |
| i. social agencies | Yes | _____ | No | _____ |
| ii. relatives | Yes | _____ | No | _____ |
| iii. others (specify) | | | | |
| b. Letters from institution to | | | | |
| i. social agencies | Yes | _____ | No | _____ |
| ii. relatives | Yes | _____ | No | _____ |
| iii. others (specify) | | | | |

c. Filing of letters

i. inter-leafed with text Yes _____ No _____

ii. filed at end of record Yes _____ No _____

d. Inclusion of sundry correspondence

i. greeting cards Yes _____ No _____

ii. appointment letters Yes _____ No _____

iii. other (specify)

e. Inclusion of inter-office administrative communications

Yes _____ No _____

SECTION XIII

RESEARCHER'S COMMENTS

- A. Evaluation of Record. Compare this record to the other case records which you have read at the N.S.S.B. and rate it, with respect to content, as:

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

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

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

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

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