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PROFILE OF DELINQUENCY: A BACKGROUND TO THE  
PROBLEM IN NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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PROFILE OF DELINQUENCY: A BACKGROUND TO THE  
PROBLEM IN NEWFOUNDLAND

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A Project  
Presented to  
the Faculty of the Graduate School  
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by  
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## ABSTRACT

The purpose of this project was to provide background information on the inmates of the Boys' Home and Training Schools for the Committee for the Study of Correctional Services in Newfoundland. Included in this profile was home, academic, criminal, and institutional information, as gathered from a random sample of one hundred admissions over the period from 1967 to 1972. This data will be used as a basis for recommendations the Committee will make for correctional reform in Newfoundland.

Generally, the study found that the boys were a product of unstable home backgrounds, characterized by unemployment, low income, and large families. The records indicated that many lacked the ability and inclination to succeed in the regular school program. Many were convicted of repeated crimes against property, and failed to comply with their probation requirements. However, once admitted to the Home, most of them adjusted quite well, which indicated they were more deprived than delinquent.

On the basis of the data, recommendations for the improvement of rehabilitation services and the prevention of delinquency were made.

Included in these proposals were the following points:

1. An increased emphasis on probation services is needed.
2. A more vocationally oriented educational program, suited to the needs of the inmates, is required.
3. There is need for psychological testing and recording at the Home.
4. The legal age of wardship should be extended.
5. Further research is needed.

#### ACKNOWLEDGEMENTS

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## CHAPTER 1

### INTRODUCTION

This section will present a summary of the purpose and significance of the Committee for the Study of Correctional Services, and the relation that this project has to it. Included will be basic definitions, and an overview of the Boys' Home and Training Schools.

#### COMMITTEE FOR THE STUDY OF CORRECTIONAL SERVICES

The purpose and scope of the Newfoundland study of correctional services are outlined in the Committee's undated information sheet (see Appendix B). The essential points are as follows:

##### Purpose of the Study

The purpose of the study is to make a general evaluation and assessment of the present correctional services of the Province covering both adult and juvenile jurisdictions. In the light of such evaluation and assessment it will make recommendations to the Province concerning any improvements, additions or changes to the present service which might be necessary to provide the most functional and effective correctional program for Newfoundland consistent with current Community needs, crime prevention, and present day trends in the correctional field.

##### Scope of the Study

The scope of the study should be general and far reaching enough to allow it to carry out its stated purpose. It should cover all aspects of our present programs with a view to providing a "correctional blueprint" or plan for Newfoundland. Such study will include the following areas:

- Adult programs
- Juvenile programs
- Administration
- Legislation
- Institutional programs
- Community based programs

## PURPOSE AND SCOPE OF THIS PROJECT

The purpose of this project was to obtain and analyze background data on juvenile delinquents placed in Newfoundland Training Schools and present a summary report to the Committee. The population used for the study was the Boys' Home and Training Schools at Whitbourne and Pleasantville. Based on the profile of delinquency derived from this data, and observations made at the Boys' Homes, suggestions for an improved rehabilitative program were formulated.

The project was undertaken in response to a request, by the Committee for the Study of Correctional Services, for accurate and detailed information of this type (Appendix A). The knowledge gained through this research will be used by the Committee as a partial basis for any recommendations made toward future programs for the rehabilitation of Newfoundland juvenile delinquents, including proposals for steps toward the prevention of the problem.

The project involved the development of a plan for obtaining the data, the development of a procedure by which the information could be analyzed, a discussion of the findings, and a series of recommendations and conclusions.

## DEFINITIONS

The basic definitions used in this study are provided by the laws and statutes of Newfoundland:

Child means an unmarried boy . . . actually or apparently under the age of seventeen years.<sup>1</sup>

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<sup>1</sup>Revised Statutes of Newfoundland, 1952, "An Act Respecting The Welfare Of Children," Section 2(b).

Juvenile Delinquent means any child who violates any provision of criminal law (except homicide), or any bylaw or ordinance of any municipality, or who is represented as being beyond parental control, or who is found guilty of sexual immorality or any similar form of vice, or who, notwithstanding that he is enrolled in school according to law, willfully refuses to attend, or is liable by reason of any other act to be committed to a training school under the provisions of this Act.<sup>2</sup>

Juvenile includes every child apparently or actually under the age of seventeen years.<sup>3</sup>

Judge means the judge of a family court or a magistrate.<sup>4</sup> In Newfoundland, St. John's has the only family court, and family court judge. In all other areas juveniles are tried by local magistrates.<sup>5</sup>

#### LIMITATIONS OF THIS STUDY

As stated in the title, and in the section entitled 'Purpose and Significance of this Paper,' this study was concerned only with male Newfoundland juvenile delinquents committed to the Boys' Home and Training Schools. The results, therefore, should not be generalized to include other delinquents, adjudicated or otherwise, in Newfoundland or elsewhere.

<sup>2</sup> Ibid., Section 39.

<sup>3</sup> Statutes of Newfoundland, 1953, "An Act Respecting the Correction and Prevention of Delinquency," Number 62, 1953, Section 2(f).

<sup>4</sup> Ibid., Section 6(c).

<sup>5</sup> Kenneth Burton and Dermont Whalen, Juvenile Probation in Newfoundland (Unpublished research paper, Memorial University of Newfoundland, 1971), p. 3.

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Also, the information was obtained from data contained in the files of the Boys' Homes. These records were not intended for research purposes. Rather, the information is often presented in anecdotal form, sometimes based, as is necessary, on the subjective evaluations of the Welfare Officer in the field. It is difficult, if at all possible, to obtain absolutely reliable data and operationally definable terms from such a source. However, an explanation will be included in the discussion of any points where an interpretation of the data has been made.

#### OVERVIEW OF THE BOYS' HOMES

The Welfare Act, 1944,<sup>6</sup> made provision for Training Schools. This Act gave the Director of Child Welfare the sole responsibility of placing a child in the Training School. This may be done upon recommendation of a welfare officer, or when a juvenile court commits a child to the care and custody of the Director.

In January, 1945, a building originally used as headquarters for the Newfoundland Ranger Force was renovated to serve the purpose of a Training School. This building provided accommodations for twenty-two boys, including living quarters for a teacher and supervisory staff. The "Boys' Home," as it became known, was destroyed by fire less than a year later. After spending over three years in cramped quarters on Bell Island, the boys were moved into a new building at Whitbourne in 1950. Today, the Home at Whitbourne has accommodations for forty-five inmates, and receives all boys when they are first committed to the Training Schools.

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<sup>6</sup>Welfare of Children Act, op. cit.

In February, 1967, Building 1054 at Pleasantville, formerly an American Air Force barracks, was opened as a second Boys' Home. In January, 1970, a separate building containing classroom space, lounge rooms, and a gymnasium was provided. This Pleasantville institution was originally designed as an intermediary step in the boys' training before discharge to their own home, foster home, or work setting.

The basic ingredient of the retraining program at the Homes appears to be school attendance. The Training School Policy and Procedure Manual states that "those children who possess the capacity to benefit from the regular provincial curriculum attend classes daily."<sup>7</sup> However, the teachers have found that they must radically adapt this program to suit the lower academic capabilities of their students.

As a result, there is no specifically planned program developed for these children. Rather, the teachers cover as much of the regular Newfoundland school curriculum as they can, using their professional competence and intuition to devise their own program as they go along. Therefore, it is extremely difficult to accurately describe the curriculum, or to compare the two schools.

At Pleasantville, where the school includes the inmates of the Girls' Home, there are three groups of students. Those in the lowest group, including all ages at the Home, are taught Reading, basic Mathematics, and few crafts. The middle group is comparable to Grades Five to Six in regular schools, while the other group roughly corresponds to the

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<sup>7</sup> Department of Social Services and Rehabilitation, Manual of Policy and Procedures, Training Schools (St. John's: Government of Newfoundland and Labrador, 1972).

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Junior High Section of a regular Newfoundland school. For those boys who prove themselves capable and socially adjusted, courses are available at the College of Trades and Technology two evenings per week.

At Whitbourne, there are two groups, similar to the two lower groups at Pleasantville. It is generally accepted by the staff that the boys at Whitbourne are not as capable academically as those at Pleasantville. They are therefore given the opportunity to gain some experience in a few vocational areas. A carpenter shop, with an experienced carpenter, a farm which provides food for various government institutions, and a logging enterprise are available.

Both Homes adhere to an "open-door policy" which means that the doors are not locked, and the boys can run away without too much difficulty. However, the boys are continuously watched by supervisors, and detention cells are available as punishment for those who consistently misbehave or attempt to escape.

The boys are provided with a fairly extensive recreational program which includes hockey, swimming, roller skating, soccer, baseball and hiking. Indoor games such as billiards and table hockey are available, and a qualified physical education instructor supervises activities at the Pleasantville gymnasium.

Community training is provided by means of activities such as membership in the Sea Cadets, visits to the Arts and Culture Center, and attendance at sports events. Dances are held at Pleasantville on occasions such as Halloween, and they are attended by the inmates of the Girls' Home. The boys also receive counselling from social workers who are attached to each institution.

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All boys are encouraged to attend church weekly, and further religious training is provided through group discussions provided by clergymen of various faiths.

Essentially, then, the Training Schools are designed to be both custodial and rehabilitation oriented. Perhaps Whitbourne has more emphasis on the former, but the ideals are good, and the basic philosophies are commendable, yet unfortunately they do little toward the prevention of the problem. The review of the literature which follows will perhaps shed some light into this aspect of delinquency.

## CHAPTER 2

### REVIEW OF LITERATURE

This section will contain a discussion of the definition of delinquency, and a brief outline of Newfoundland legislation covering rehabilitation services. Also included will be a review of some factors which have been associated as a cause of delinquency.

### APPROACHES TO DELINQUENCY

By a legal definition, a delinquent would be a person under a specific age who violates any provincial or local law, or commits any act that is considered a crime if committed by an adult. Technically, a delinquent should be legally defined as the child who has been processed through the courts, and who has been adjudicated "delinquent" under the appropriate statutes.<sup>8</sup> Such a definition provides a population most readily available for research purposes,<sup>9</sup> but it fails to deal with a very thorny problem that has plagued researchers for years. This problem refers to the fact that the legal definition of juvenile delinquency varies over geographical areas and time spans. Therefore the researcher is faced with a myriad of definitions if he attempts to study delinquency on a geograph-

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<sup>8</sup>William C. Kvaraceus, Prevention and Control of Delinquency: The School Counselor's Role (Boston: Houghton Mifflin Co., 1971), p. 7.

<sup>9</sup>Eiji C. Amemiya, "The Delinquent Subculture: Population and Projections," Children Against Schools, ed. Paul S. Graubard (Chicago: Follett Educational Corp., 1969).

ical or longitudinal scale.<sup>10</sup>

Also, when relying solely on the legal definition of delinquency, there is a strong tendency for a researcher to neglect the vast army of children whose behavior might reasonably be construed as "delinquent," even though they have never been adjudicated as such. The Committee on Juvenile Delinquency in Canada noted that "every child invariably violates some ordinances or laws while growing up,"<sup>11</sup> yet "only a relatively small percentage of youthful delinquent conduct is brought to the attention of the authorities."<sup>12</sup> This group is the great multitude Kvaraceus calls the "hidden delinquents."<sup>13</sup>

Miller and Windhauser<sup>14</sup> noted the overly narrow implications of the legal definition of delinquency and called for a more comprehensive definition that combined the legal, sociological, and psychoanalytical aspects of the problem. Briggs and Wirt<sup>15</sup> attempted to do this by stating that

a delinquent would be a person whose misbehaviour is a relatively serious legal offense, which is non-appropriate to his level of development and is alien to the culture in which he resides. Whether or not the individual is apprehended or legally adjudicated is not crucial.

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<sup>10</sup>Kvaraceus, Prevention and Control of Delinquency, op. cit., p. 10.

<sup>11</sup>Report of the Department of Justice Committee on Juvenile Delinquency, Juvenile Delinquency in Canada (Ottawa: Queen's Printer, 1966), p. 6.

<sup>12</sup>Ibid., p. 5.

<sup>13</sup>Kvaraceus, Prevention and Control of Delinquency, op. cit.; p. 7.

<sup>14</sup>Wilna H. Miller and Eileen Windhauser, "Reading Disability -- Tendency Toward Delinquency?", Clearing House, XLVI (November, 1971), 183.

Although the argument among theorists over the definition of juvenile delinquency may continue, simple laws of pragmatism dictate that research must be done on a specific group. The population for this study has already been defined by the Statutes and Laws of Newfoundland, as discussed in the next section.

#### DEVELOPMENT OF CHILD WELFARE LEGISLATION IN NEWFOUNDLAND

Before Newfoundland obtained Representative Government in 1832, there were no legislative provisions for the care and protection of children.<sup>16</sup> Society considered parents to be completely responsible for their children. In the case of children who could not be adequately cared for by their parents, or whose parents were dead, churches and charity organizations took responsibility. Even after 1832, society hesitated in providing services for children, and the churches and charities continued to play a major role. However, in 1840 an act was passed to provide financial aid to defray "certain charges that had arisen in the support of the aged and infant paupers."<sup>17</sup>

The first legislation providing for neglect and delinquency did not appear in the statutes until 1922, when an act was passed for the

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<sup>15</sup> Peter F. Briggs and Robert T. Wirt, "The Meaning of Delinquency," Juvenile Delinquency Research and Theory, ed. Herbert H. Quay (Princeton: Van Nostrand C., Inc., 1965), p. 23.

<sup>16</sup> Barbara Smith, Historical Development of Child Welfare Laws in Newfoundland, 1832-1949 (unpublished paper, Memorial University of Newfoundland, 1971), p. 1.

<sup>17</sup> Ibid., p. 1.

"Protection of Neglected, Dependent, and Delinquent Children."<sup>18</sup> This law was concerned mainly with the protection of children from abuse and ill-treatment. Prior to this time, an act of 1902 provided punishment for any person who sold or gave tobacco to a child, and "The Law for the Protection of Animals," in 1914, prevented a person under sixteen from being in any place where animals were being slaughtered.<sup>19</sup>

In 1931, provisions for neglected and delinquent children came under the Health and Welfare Act, in a section entitled "The Welfare of Children."<sup>20</sup> This act provided for a Director of Child Welfare who would be responsible for the overall care and supervision of children through foster home care, adoption, and institutions.<sup>21</sup>

In 1944, child welfare legislation was consolidated under a separate act known as the Welfare of Children Act, in which the definitions of, and provisions for, neglected and delinquent children were separated.<sup>22</sup> Legislation now covered neglected children, delinquent and dependent children, training schools, adoption of children, children of unmarried mothers,

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<sup>18</sup> Acts of the General Assembly of Newfoundland, II, "An Act for the Protection of Neglected, Dependent, and Delinquent Children" (June 6, 1922), p. 1.

<sup>19</sup> Barbara Smith, op. cit., p. 16.

<sup>20</sup> Acts of the General Assembly of Newfoundland, 1931, XII, "Act Respecting Health and Public Welfare," Section 26.

<sup>21</sup> Ibid., Part XXVI, Section 385.

<sup>22</sup> Barbara Smith, op. cit., p. 18.

mentally defective children, and child welfare organizations.<sup>23</sup>

The Corrections Act, 1953, enacted legislation to more specifically deal with the prevention and correction of delinquency in juveniles and adults.<sup>24</sup> The spirit and purpose of this act, as stated in its preamble,<sup>25</sup> reads as follows:

Whereas it is desirable that, for the ultimate protection of society, a juvenile delinquent adjudged to have committed a delinquency . . . be examined with a view to determining accurately as may be the cause or causes of that delinquency or offence, and that as far as practicable every delinquent or offender be given such help, guidance, retraining, and treatment, whether within or outside a correctional institution, as may appear most likely to remedy or correct the condition believed to underlie his delinquency or offence.

This act set up a separate Division of Corrections which made possible a more detailed and more intensive study of the causes of delinquency, and also more closely supervised programs of reformation for juvenile delinquents. The basic principle of the corrections program was to provide the delinquent with the custody, care, and treatment necessary for his rehabilitation, with a view to protecting the rights of law-abiding citizens.<sup>26</sup>

This legislation serves as the basis for the juvenile correctional program for Newfoundland today. Its sufficiency can be established only

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<sup>23</sup> Annual Report of the Department of Public Health and Welfare, 1951 (Government of Newfoundland, 1951), p. 41.

<sup>24</sup> Statutes of Newfoundland, 1953, "An Act Respecting the Correction and Prevention of Delinquency," No. 62/1953.

<sup>25</sup> Ibid.

<sup>26</sup> Annual Report of the Department of Public Welfare, 1954 (Government of Newfoundland, 1954), p. 48.

by comparisons with other programs, keeping in mind the extent and trends of delinquency in the province and elsewhere.

#### BACKGROUND OF JUVENILE DELINQUENCY

The term "juvenile delinquent" does not appear in the literature until 1823, when a New York philanthropic society changed its name from "The Society for the Prevention of Pauperism," to "The Society for the Reformation of Juvenile Delinquents."<sup>27</sup> The first institution in the world for the treatment of delinquent youth was the "Hospice of San Michael" in Rome in 1704. The first institutions in North America were opened in the 1820's in New York, Boston, and Philadelphia.<sup>28</sup>

It appears that it has always been popular for each generation to believe that its children were the worst, most lawless, and the most unruly. They were referred to by such adjectives as "wayward," "depraved," "unfortunate," "wild," "headstrong," "willful," or "handicapped."<sup>29</sup> Sir Walter Scott, writing in 1812, for instance, deplored the insecurity of Edinburg where groups of boys between the ages of twelve and twenty scoured the streets and knocked down all who came in their way.<sup>30</sup> Then, in an article bearing the intriguing title "The Habit of Going to the Devil," Hulbert

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<sup>27</sup> N. K. Teeters and D. Matza, "The Extent of Delinquency in the United States," The Journal of Negro Education, XXVIII (Summer, 1959), 200.

<sup>28</sup> Ibid., p. 200.

<sup>29</sup> Ibid., p. 200.

<sup>30</sup> Ibid., p. 200.

presents an array of similar diatribes against youth as culled from the press during the early part of the nineteenth century.<sup>31</sup>

A century later, in the 1930's, studies by Harrison and Grant, and Selbin<sup>32</sup> found that youthful offenders were an especially serious factor in the crime problem. In 1967, The Committee on Juvenile Delinquency in Canada reported that the rate of delinquency increased at nearly triple the rate of the general population.

The problem with attempting to estimate the extent of delinquency is the lack of reliable statistics on the subject. A Canadian study reported that "not all courts have been sufficiently diligent" in the reporting of such cases.<sup>33</sup> Bloch and Flynn<sup>34</sup> noted that statistics are missing because of variations in handling, referring, classifying, and reporting juvenile delinquents by the police, courts and other agencies. At any rate, for these and other reasons, the fact remains that research is severely handicapped by the dearth and inconsistency of records.

Figures on Delinquency in Newfoundland are not available for the years up to 1950, and even after that, they are at times vague. The annual

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<sup>31</sup>A. B. Hulbert, "The Habit of Going to the Devil," The Atlantic Monthly, CXXXVIII (December, 1926), 804-6, cited in Teeters and Matza, op. cit., p. 200.

<sup>32</sup>L. V. Harrison and P. M. Grant, Youth In Toils (New York: Macmillan, 1939), cited in Teeters and Matza, op. cit., p. 201; Thorsten Selbin, in a pamphlet The American Law Institute, "The Criminality of Youth," cited in Teeters and Matza; op. cit., p. 201.

<sup>33</sup>Committee on Juvenile Delinquency, op. cit., p. 7.

<sup>34</sup>H. A. Bloch and F. T. Flynn, Delinquency: The Juvenile Offender in America Today (New York: Random House, 1956).

reports of the Department of Welfare show that in the early 1950's, an average of 160 boys were brought before the courts each year.<sup>35</sup> In 1958, there was a high of 626 individual children before the courts, but no breakdown by sex is given. The records for 1964-1971 are more detailed, but still lump repeaters and first-timers in the data. The data in Table 1 indicate the number of boys declared delinquent during these years.<sup>36</sup>

TABLE 1

NUMBER OF BOYS DECLARED DELINQUENT  
IN NFLD. FOR THE YEARS 1964-1971

Year	No.	Year	No.
1964	243	1968	347
1965	251	1969	436
1966	356	1970	445
1967	416	1971	373

Such evidence from Newfoundland and elsewhere seems to point out that there is nothing new about delinquency. It has always been a part of human existence. As Teeters and Matza concluded, there is the possibility "that the extent of delinquency, as well as its character, was just as serious, if not more so, in the dark unknown recesses of history."<sup>37</sup>

THE "CAUSES" OF JUVENILE DELINQUENCY

The term "juvenile delinquent" is a social and legal label; it is

<sup>35</sup> Figures obtained from Annual Reports of the Newfoundland Department of Public Welfare, 1946-1971 (Government of Newfoundland, 1946-1971).

<sup>36</sup> Ibid.

<sup>37</sup> Teeters and Matza, op. cit., p. 213.

an umbrella that covers many youngsters who have violated some school-community norms, thus bringing them to the attention of the authorities.

It does not explain why they are unable to act constructively nor does it indicate what needs to be done to help them make an effective adaptation.<sup>38</sup>

However the inquirer who seeks to ascertain the current opinions on juvenile delinquency immediately finds that many points of view are based on deeply rooted convictions and biases that really cannot be proven valid.<sup>39</sup>

Whatever may be the private citizen's view concerning the causes of delinquency, it is clear that there is little agreement among professionals. If any consensus of opinion can be found, it would appear that most writers agree that there is no readily ascertainable explanation for the cause of delinquency; rather the "causes are multiple, complex, and interactive."<sup>40</sup> As Travers warned, "the most insidious snare of one seeking the cause of delinquency is to imply that there is a single cause."<sup>41</sup>

Since delinquents, like the poor, seem to have always been with us, it may be profitable to identify some of the factors sometimes tied in with the problem. A discussion follows on the home, society, and the school as they are related to delinquency, and how they may single-handedly, or interactively affect juvenile crime.

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<sup>38</sup> Kvaraceus, Prevention and Control of Delinquency, op. cit.

<sup>39</sup> C. Boyet, Psychiatric Aspects of Delinquency (World Health Organization, 1951), pp. 10-11, cited in Juvenile Delinquency in Canada, op. cit., p. 22.

<sup>40</sup> John F. Travers, "A Critical Problem in the School: Delinquency," Clearing House, XXXVI (February, 1969), 240.

<sup>41</sup> Ibid., p. 237.

### The Home and Delinquency

Robin J. Wilson,<sup>42</sup> writing in the Manitoba Teacher, reflected the thoughts of many writers on delinquency when he said:

Many long term offenders come from homes broken by death, desertion, or divorce, or cracked by parental disharmony. Many have a physically or mentally ill parent, or a parent who is a drunkard, prostitute, or criminal. Others are spoiled, over-disciplined, or disciplined inconsistently, lack adequate care or interest, or suffer from outright rejection.

He was of the opinion that such individuals suffer in the need for love, security, and rejection, and therefore misbehave to get attention.<sup>43</sup>

Sheldon and Eleanor Gleuck<sup>44</sup> developed their delinquency prediction tables from information based on similar, but much more specific and detailed data. Mays, reporting on the Gleucks' study, concluded that an important factor in the causes of delinquency is parental incompetence, interpreted as "an inability to love the child adequately."<sup>45</sup>

Implied in this definition of love is the idea of discipline. In Myers' opinion the "long prevailing theory and practice of letting little children do about as they please is greatly responsible for the appalling prevalence of delinquency."<sup>46</sup> He recommended

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<sup>42</sup> Robin J. Wilson, "Delinquent in Your Classroom," Manitoba Teacher, XL (May, 1971), 6.

<sup>43</sup> Ibid., p. 6.

<sup>44</sup> Sheldon and Eleanor Gleuck, Unravelling Juvenile Delinquency (Cambridge: Harvard University Press, 1950).

<sup>45</sup> John B. Mays, "Delinquency and the Family," The Times Educational Supplement, No. 2307 (August 7, 1953), 31.

<sup>46</sup> Gary Myers, "An Overlooked Cause of Mounting Juvenile Delinquency," Education, LXXXVIII (October, 1957), 68.

that parents bring back the palm of the hand to the home nursery, and teach and train the tot long before he enters school the unambiguous meaning of "no" in a family atmosphere of love and understanding.<sup>47</sup>

The television set is a primary source of home entertainment today. The violence and crime often presented on this medium has been blamed as an important agent in promoting juvenile delinquency.<sup>48</sup> A British study<sup>49</sup> indicated that there does not appear to be any evidence that television or violence on television directly caused delinquency, but it pointed out that television may reinforce the actions of delinquents. A Canadian study of the problem<sup>50</sup> noted that

if television is effective for advertising and teaching purposes in relation to young persons, it must indeed seem to be a paradox that horror, crime, and violence content should not have any significant effect upon the mind of a child at all.

#### Society and Delinquency

Sociologists look outside the home to the neighborhood for the roots of delinquency. They propose that there are structural features of contemporary society that are conducive to the development of the problem. Frank and Ellen Scarpitti summed up the sociological view of delinquency:<sup>51</sup>

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<sup>47</sup> Ibid., p. 68.

<sup>48</sup> Juvenile Delinquency in Canada, op. cit., p. 18.

<sup>49</sup> J. D. Halloran, R. L. Brown, and D. C. Chancey, Television and Delinquency, Television Research Committee Working Papers, 1969, cited in The Times Educational Supplement, No. 2870 (May 22, 1970), 5.

<sup>50</sup> Juvenile Delinquency in Canada, op. cit., p. 18.

<sup>51</sup> Frank and Ellen Scarpitti, "The Social Origins of Delinquency" in Children Against the Schools, ed. Paul S. Graubard (Chicago: Follett Educational Corp., 1969), p. 59.

The delinquent is not a born criminal; nor is he deviant because of some emotional pathology which pushes him relentlessly toward crime. Instead, the delinquent should be seen as one who has learned principles that are quite normal in his particular environmental setting, even though he may be defined as a criminal by the larger society. The delinquent is a product of his social milieu is different only in substance from the conventional or non-delinquent method of adjustment.

Studies by Cloward and Ohlin, and Coen<sup>52</sup> agreed that delinquency may be a result of the frustration of the lower classes because of their being denied the opportunities of the higher classes. Forslund and Maby<sup>53</sup> found that boys on the low economic scale tended to have unrealistic occupational aspirations, which resulted in discontent and delinquency. Kvaraceus and Miller<sup>54</sup> agree that delinquency may be a result of class divisions, but do not see it related to the frustrations of attempting to achieve middle class values. They state that the presence of a boy in the lower class subculture is enough in itself to produce behavior deviant from the social norms.

It may seem apparent, from above, that delinquency is primarily a product of lower socio-economic classes. However Gerald J. Rice, writing in the Phi Delta Kappan, noted that "delinquent behavior is more equally

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<sup>52</sup> Richard A. Cloward and Lloyd E. Ohlin, Delinquency and Opportunity: A Theory of Delinquent Groups (Glencoe, Ill.: Free Press, 1960); A. K. Coen, Delinquent Boys: The Culture of the Gang (Glencoe, Ill.: Free Press, 1955).

<sup>53</sup> Mavis A. Forslund and Lenton Maby, "Social Class and Relative Level of Occupational Aspirations: Implications for Delinquency and Education," The Bulletin of the National Association of Secondary School Principals, LIV (November, 1970), 106.

<sup>54</sup> W. C. Kvaraceus and W. L. Miller, Delinquent Behavior: Culture and the Individual (Washington: National Education Association, 1959).

dispersed among various social classes than the average citizen realizes."<sup>55</sup> He explains that "within our society there is a protective shield which hides the affluent delinquent, and which has served as a curtain of silence, making privileged delinquency socially invisible."<sup>56</sup> This may not be overly surprising, since, as Wilson points out, a middle or upper-class child "may be badly neglected by parents whose social obligations have been allowed to take precedence over parental obligation."<sup>57</sup>

### The School and Delinquency

Studies of intelligence by Erickson, Scott, and Empey; and Liddle<sup>58</sup> suggest that delinquents generally score lower on IQ tests than do their more socially accepted age mates, but they do have the ability to be successful in school. However, such students very often fail to produce up to their potential.

This is especially true of reading, which has held considerable research interest in recent years because of its "strong relationship to classroom behavior, school problems, and delinquency."<sup>59</sup> While estimates

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<sup>55</sup> Gerald J. Rice, "The Affluent Delinquent," Phi Delta Kappan, XLVIII (December, 1966), 138.

<sup>56</sup> Ibid., p. 138.

<sup>57</sup> Robert J. Wilson, op. cit., p. 7.

<sup>58</sup> M. L. Erickson, M. L. Scott, and L. T. Empey, "School Experience and Delinquency: Curriculum Materials," President's Committee on Juvenile Delinquency and Crime (Washington: U. S. Government Printing Office, 1955); G. P. Liddle, "Existing and Projected Research on Reading in Relationship to Juvenile Delinquency," Role of the School in Preventing Juvenile Delinquency (Washington: U. S. Government Printing Office, 1963).

<sup>59</sup> Eau Claire County Youth Study, Phase III, 1965-68, Wisconsin State Department of Health and Social Services (April 30, 1968), p. 83.

of reading retardation in the general population are usually around ten percent,<sup>60</sup> studies by Fabian, and Roman<sup>61</sup> indicated that there is at least an eighty percent rate of reading disability among delinquent children. Miller and Windhauser received a number of such studies and hypothesized that reading disability may be a factor in delinquency.<sup>62</sup> Kvaraceus<sup>63</sup> concurred with this view when he wrote:

Reading ability of disability, whether it be a cause or effect, must be taken into account as a potential factor closely associated with the expression of juvenile delinquency in youngsters.

Studies by the United States Department of Health; Briggs, Johnson, and Wirt; Travers; and Eichorn<sup>64</sup> went beyond reading to look at other aspects of in-school behavior of delinquents. Their findings concurred

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<sup>60</sup> A. E. Traxler, "Ten Years of Research in Reading -- Summary and Bibliography," Records Bulletin XXXII (New York: Education Research Bureau, 1941) cited in Eau Claire County Study, op. cit., p. 83.

<sup>61</sup> A. Fabian, Reading Disability: An Index of Pathology, paper read at the American Orthophychiatric Association Annual Meeting, 1954, cited in Eau Claire County Study, op. cit., p. 83; M. Roman, Reaching Delinquents Through Reading (Springfield: Charles G. Thomas, 1957), cited in Eau Claire County Study, op. cit., p. 83.

<sup>62</sup> Miller and Windhauser, op. cit., p. 184.

<sup>63</sup> W. C. Kvaraceus, "Reading Failure and Delinquency," Today's Education, LX (October, 1971), 53.

<sup>64</sup> Children's Bureau, U. S. Department of Health, Education, and Welfare, Juvenile Delinquency Prevention in the United States (Washington: Government Printing Office, 1965); P. F. Briggs, R. Johnson, and R. D. Wirt, "Achievement Among Delinquency-Prone Adolescents," Journal of Clinical Psychology, XLVII (October, 1962); J. F. Travers, "Educational Problems of Delinquency," Catholic School Journal, LXIV (May, 1964); J. R. Eichorn, "Delinquency and the Education System," Juvenile Delinquency, ed. H. C. Quayled (New York: D. Van Nostrand, 1965).

with Wilson<sup>65</sup> who pointed out:

The school histories of delinquent children are marked by retardation, low marks, low achievement, and the lack of educational and vocational planning. Their relationships with their classmates tend to be poor to fair. Their behavior in school is marked by inattention, restlessness, stubbornness, defiance, disobedience, laziness, lying, stealing, abusive language, bullying, cruelty, destructiveness of school property, and, above all, truancy.

A very extensive study of the in-school behavior of children and its relation to delinquency was completed by Kvaraceus, who used his findings to construct and validate the KD Proneness Scale and Checklist.<sup>66</sup> This instrument uses measures of the youngsters' behavior, attitudes, conduct and perceptions of their surroundings, as a diagnosis or prediction of delinquent behavior.

It is very well to use the school to predict delinquency, but it is far more serious to accuse it of creating delinquency. Rice<sup>67</sup> quotes a United States study as stating that "schools are aiding and abetting in juvenile crime."<sup>68</sup> This is a sweeping generalization that may not apply to every school, but educators should take note. Such statements lead to soul searching questions, as is posed by Travers:<sup>69</sup>

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<sup>65</sup>Robin J. Wilson, op. cit., p. 6.

<sup>66</sup>W. C. Kvaraceus, KD Proneness Scale and Checklist (Yonkers-On-Hudson: World Book Company, 1950).

<sup>67</sup>A. H. Rice, "Commission Blames School for High Juvenile Crime Rate," Nations Schools, LXXX (December, 1967), 6.

<sup>68</sup>President's Commission on Law Enforcement and Administration of Justice, Juvenile Delinquency and Crime (Washington: U. S. Government Printing Office, 1967), p. 428, cited in Rice, op. cit., p. 6.

<sup>69</sup>Travers, op. cit., p. 338.

Are we encouraging dropouts and contributing to delinquency by an inflexible curriculum, insufficient materials, poor instruction, and faulty teacher placement?

Although there has been a lot of work done in the last few years, this question will be answered adequately only when new programs begin to bear fruit. Until then, the schools will continue to have an accusing finger pointed in its direction.

#### SUMMARY

It appears that virtually all facets of life can be identified as possible factors that could contribute to the incidence of delinquency in our society today. Although theorists usually agree that the home, society, and school, as well as many other possible agents can interactively create a situation conducive to the creation of a delinquent, it is still difficult to postulate hard and fast rules. Rather, it is necessary to identify factors that are present in the background of delinquents, so that a basis for the early identification and prevention of the problem can be formed. The next chapter will outline procedures by which this study obtained such a background picture of the Newfoundland delinquent population.

## CHAPTER 3

### METHODOLOGY

This chapter will present an outline of procedures followed in the study. Included will be a brief description of the sample, and an explanation of the procedures followed in the collection, analysis, and reporting of the data.

#### SAMPLE

The sample consisted of one hundred randomly selected inmates admitted to the Newfoundland Boys' Homes at Pleasantville and Whitbourne, during the six-year period from January 1, 1967 to December 31, 1972.

The subjects' ages ranged from eleven to sixteen with a mean of 14.4 years. Their educational level ranged from pre-kindergarten to Grade Ten, with a mean grade level of 6.0.

The random sample was obtained by drawing up a list of admissions over the period in question, insuring that all names appeared only once, thus ignoring all re-admissions. Each of these names were numbered from 1 to 345, beginning with the earliest admissions and proceeding through to the latest. Then a table of random numbers was used to identify the sample.

To insure confidentiality and for ease of data manipulation, each individual was assigned a code number, ranging from 001 to 100. This number was used during the computer analysis for identification purposes.

## THE CHECKLIST AND CODING FORM

The format for the Checklist and Coding Form (see Appendix C) is based upon an idea used by Burton and Whalen in a related study.<sup>70</sup> It is designed for speed and efficiency, and once entered, a variable is also coded for computer use. The Checklist and Coding Form was pretested by surveying a small sample of records. Revisions were made to accommodate the filing system, and the items were rearranged so that maximum use of the records could be achieved.

To insure that the checklist was amenable to computer analysis, the exact position of each coded item on a computer card was given. This is provided by the numerals appearing in parenthesis following each item (Appendix C):

## COLLECTION OF DATA

The data was obtained by finding the file on each member of the sample, and transferring the information in it to the checklist. This work was completed over the week of January 15-20, 1973. The most serious problem encountered was the absence of some of the desired data. This problem was overcome by indicating the amount of missing information in each area, and providing an analysis based on the amount of information present.

## ANALYSIS OF DATA

Once collected, the coded data was key-punched on computer cards.

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<sup>70</sup> Burton and Whalen, op. cit.

The information was analyzed by an SPSS "Codebook" computer program at the Memorial University Computer Center. This program is designed for such research, and produces tables in which the variables are shown both as absolute values and percentages.

#### REPORTING THE DATA

Because of time limitations, the Committee on Correctional Services required basic data on the inmates of the Boys' Homes by March, 1973. Since the final report of the study could not be completed in the short time available, a preliminary summary was prepared and submitted.

The following chapter will provide a final detailed report of the findings of this study. Various aspects of the demographic data will be provided in tables, supported and clarified by written explanations and comments.

## CHAPTER 4

### ANALYSIS OF DATA

As stated above, the information contained in this study was gathered from the files of the Boys' Training Schools at Whitbourne and Pleasantville. The sample was randomly chosen from the admissions over the six-year period from 1967 to 1972. This chapter will use tables and discussions to present the data. This demographic information is presented so that a profile of this delinquent population can be drawn.

The recurring problem of incomplete data was explained in the limitations section of Chapter One. To help overcome this problem, most tables will provide an adjusted percentage for each variable. This percentage will ignore the missing information, and present the incidence of the variable in question with respect to the actual data present.

#### DISTRIBUTION OF SAMPLE OVER THE SIX-YEAR PERIOD

The actual numbers of boys admitted to the Boys' Homes for the years up to 1971 are provided in Table I in Chapter Two. As already explained, these boys were placed in the care and custody of the Director of Child Welfare by the courts, and it is his prerogative to admit a child to the Training School.

The distribution of the sample over the six-year period in question is given in Table 2. It indicates that the sample was evenly spread over each of the years.

TABLE 2  
DISTRIBUTION OF THE SAMPLE  
BY YEAR ADMITTED

Year	Number
1967	20
1968	18
1969	14
1970	17
1971	13
1972	18
Total	100

#### AGE OF SUBJECTS AT ADMISSION

As shown in Table 3, 94% of the sample were between thirteen and sixteen when they were admitted to the Boys' Home. The mean age was 14.4 years. The largest single age group was fifteen, accounting for almost one-third of those studied. There was a sharp drop in numbers for the sixteen-year-old group.

TABLE 3  
AGE OF THE SUBJECTS UPON  
ADMISSION

Age	Number
11	3
12	3
13	22
14	26
15	31
16	15
Total	100

## HOME BACKGROUND OF THE INMATES

The data in Table 4 indicate that 10% of the delinquents were illegitimate. Furthermore, by looking at Table 5, one can see that ten percent of the sample did not have either parent present in their last home.

This study found that 67.3% of the delinquents reported had natural homes with both parents present (Table 6). This means that nearly one-third of the subjects came from homes with one or more parents absent.

Of the twenty-two subjects who suffered the loss of a parent through death or marital breakup, seventeen, or about 68%, lost their father. Ten of these suffered the loss when they were between the ages of ten and fifteen.

### Socio-Economic Status of Home

Of the one hundred subjects sampled, 89 had files containing information on home conditions. Almost 60% of those reported were considered by the welfare officer to be in poor condition (Table 7). Some examples of this would include dirty, untidy, and overcrowded conditions. However, there were more serious instances such as no windows, children sleeping on the floor, a whole family in one room, and food rotting on the table.

Although the files were not complete in the area of family income, the data in Table 8 indicate that over 44% of the families whose incomes were reported earned less than \$3,000 per year. Eighty percent of those reported earned less than \$5,000 per year. Furthermore, less than half of the fathers were reported as working full time, and over 15% were receiving welfare (Table 9).

TABLE 4  
BIRTH STATUS OF SUBJECTS

Status	Frequency	Percent	Adjusted Percent
Legitimate	89	89	89.9
Illegitimate	10	10	10.1
Unknown	1	1	—
Total	100	100	100.0

TABLE 5  
SUBJECTS' HOMES BEFORE DELINQUENCY

Type of Home	Frequency	Percent	Adjusted Percent
Natural Home	90	90	90.0
Foster Home	9	9	9.0
Relative	1	1	1.0
Total	100	100	100.0

TABLE 6  
PARENTAL MAKEUP OF SUBJECTS' FAMILY

Structure	Frequency	Percent	Adjusted Percent
Both Parents Present	66	66	67.3
Father Dead	11	11	11.2
Father Separated	6	6	6.1
Mother Dead	2	2	2.0
Mother Separated	3	3	3.1
Unmarried Mother	6	6	6.1
Remarried Mother	3	3	3.1
Other	1	1	1.0
Unknown	2	2	--
Total	100	100	100.0

TABLE 7  
PHYSICAL CONDITIONS OF SUBJECTS' HOME

Condition	Frequency	Percent	Adjusted Percent
Poor	53	53	59.6
Good	36	36	40.4
Unknown	11	11	--
Total	100	100	100.0

TABLE 8  
INCOME OF SUBJECTS' HOME

Income	Frequency	Percent	Adjusted Percent
Less than \$3,000	23	23	44.2
\$3,000 - \$3,999	6	6	11.5
\$4,000 - \$4,999	13	13	25.0
\$5,000 - \$5,999	4	4	7.7
\$6,000 - \$6,999	3	3	5.8
\$7,000 - \$7,999	2	2	3.8
\$8,000 - \$8,999	0	0	0.0
\$9,000 - \$9,999	0	0	0.0
Over \$10,000	1	1	1.9
Unknown	48	48	--
Total	100	100	99.9

TABLE 9  
EMPLOYMENT STATUS OF FATHERS

	Frequency	Percent	Adjusted Percent
Welfare	13	13	15.9
Unemployed	6	6	6.5
Retired	2	2	2.2
Working full-time	41	41	44.6
Working part-time	8	8	8.7
Other (Dead, etc.)	22	22	23.9
Unknown	8	8	--
Total	100	100	99.8

The information in Table 10 indicates that many delinquents come from large families. There were no instances where the delinquent was the only child, and only eleven cases where there were less than four children. The number of siblings ranged from one to a high of eighteen, with a mean of 7.5. Almost 70% of the families studied consisted of five or more children.

#### ACADEMIC BACKGROUND OF THE INMATES

Although there are missing data, this study found that less than 10% of the delinquent boys had a favorable attitude toward school before admission to the Boys' Home (Table 11). Furthermore, as shown in Table 12, nearly 80% of the boys were reported as low achievers.

Exact intelligence scores, as obtained from measuring instruments, are not available for most of the subjects. However, estimates were provided by the teachers, who reported an individual's ability as 'above average,' 'average,' or 'below average,' as rated on Boys' Homes' achievement levels. Although admittedly such evidence may be unreliable, the information in Table 13 indicates that over 42% of the inmates were considered to be below average intelligence.

This study found that over 75% of the subjects were in Grades Five to Eight upon admission to the Training Home (Table 14). The mean grade level was 6.0. However there are indications from the staff that many were not functioning at their reported grade levels.

A study of Table 15 indicates that 66% of the subjects were one or more grades behind their agemates when they entered the Boys' Homes. The highest number, forty-eight percent, were more than four years behind.

TABLE 10  
NUMBER OF SIBLINGS

Number	Frequency	Percent	Adjusted Percent
None	0	0	0.0
One	3	3	3.6
Two	4	4	4.8
Three	4	4	4.8
Four	5	5	6.0
Five	11	11	13.2
Six	7	7	8.4
Seven	8	8	9.6
Eight	10	10	12.0
Nine	5	5	6.0
Ten	7	7	8.4
Eleven	8	8	9.6
Twelve	5	5	6.0
Thirteen	2	2	2.4
Fourteen	0	0	0.0
Fifteen	1	1	1.2
Sixteen	1	1	1.2
Seventeen	0	0	0.0
Eighteen	2	2	2.4
Unknown	17	17	--
Total	100	100	99.6

TABLE 11

ATTITUDE TOWARD SCHOOL BEFORE ADMISSION  
TO THE BOYS' HOME

Attitude	Frequency	Percent	Adjusted Percent
Co-operative	6	6	9.2
Indifferent	38	38	58.5
Hostile	21	21	32.3
Unknown	35	35	--
Total	100	100	100.0

TABLE 12

ACADEMIC ACHIEVEMENT BEFORE ADMISSION  
TO BOYS' HOME

Achievement	Frequency	Percent	Adjusted Percent
High	2	2	3.0
Average	12	12	18.2
Low	52	52	78.8
Unknown	34	34	--
Total	100	100	100.0

TABLE 13

REPORTED INTELLIGENCE LEVELS OF THE SUBJECTS

Score	Frequency	Percent	Adjusted Percent
High	4	4	4.2
Average	51	51	53.1
Low	41	41	42.7
Unknown	4	4	--
Total	100	100	100.0

TABLE 14

SUBJECTS' EDUCATIONAL LEVEL UPON ADMISSION  
TO BOYS' HOMES

Grade	Frequency	Percent	Adjusted Percent
Kindergarten	1	1	1.0
One	0	0	0.0
Two	1	1	1.0
Three	6	6	6.2
Four	5	5	5.2
Five	18	18	18.6
Six	15	15	15.5
Seven	29	29	29.9
Eight	11	11	11.3
Nine	9	9	9.3
Ten	2	2	2.1
Eleven	0	0	0.0
Unknown	3	3	--
Total	100	100	100.0

TABLE 15

NUMBER OF GRADES SUBJECTS WERE BEHIND  
THAT NORMAL FOR THEIR AGE

Number of Grades	Frequency	Percent	Adjusted Percent
None	16	16	16.5
One	17	17	17.5
Two	22	22	22.7
Three	25	25	25.8
Four	8	8	8.2
Five	6	6	6.2
Six	2	2	2.1
Seven	1	1	1.0
Unknown	3	3	--
Total	100	100	100.0

Again this concurs with data mentioned earlier which indicated the subjects were retarded in the area of educational achievement.

#### FAMILY CRIMINAL RECORD

It is virtually impossible to ascertain the degree of parental crime in relation to juvenile delinquency, since such information was provided for only 21 fathers and 18 mothers. There may have been a tendency on the part of the welfare officers to report only parents with a criminal record while not mentioning the fact that many were law abiding. If this were the case, only 6% of the fathers and 1% of the mothers were involved in crime. However there is no way to substantiate this assumption.

A similar problem is apparent when it comes to the criminal records of the brothers and sisters. Less than half of the records reported this data. Again, this may mean that only siblings with records were reported, but again this assumption cannot be proven valid.

In spite of this difficulty, the data in Table 16 establish that 31 of the 100 subjects had brothers who had been involved in crime. Almost half of these had been admitted to the Boys' Homes or the Penitentiary. Only five were reported to have had sisters with criminal records,

#### CRIMINAL RECORD OF THE INMATES.

The information in Table 17 shows that over 60% of the subjects were convicted of break and entry, or theft. Thus, the majority of juvenile crimes were against property rather than person. Also, a high percentage were removed from their homes because of "unmanageability."

TABLE 16  
RECORD OF SIBLINGS OF THE SUBJECTS

Disposition	Brothers		Sisters	
	Frequency	Adjusted Percent	Frequency	Adjusted Percent
Court Appearance	6	14.6	0	0.0
Probation	5	11.6	0	0.0
Foster Home	8	18.6	1	3.4
Training School	5	11.6	2	6.9
Penitentiary	7	16.3	2	6.9
Unknown	57	--	71	--
None	12	27.9	24	76.8
Total	100	100.0	100	100.0

TABLE 17  
TYPE OF OFFENCE COMMITTED BY SUBJECTS

Delinquency	Frequency	Percent	Adjusted Percent
Break and Entry	25	25	26.3
Theft	36	36	37.9
Assault	2	2	2.1
Auto Theft	3	3	3.2
Unmanageability	22	22	23.2
Sex Crime	3	3	3.2
Other	4	4	--
Unknown	5	5	--
Total	100	100	100.0

The present study found that over 80% of the subjects had been in trouble with the courts previous to their admission to the Training Schools (Table 18). Thirty percent of these had been arraigned four to six times.

Although a large amount of the information for Table 19 was not present in the files, the data available indicated over half of those reported have been on probation, and 12% received a suspended sentence. Thus, almost 65% of the boys had a chance to reform at home before any really punitive action was taken against them by the courts. Only 5% of the boys studied were previously admitted to the Boys' Homes.

#### ATTITUDES AND ACHIEVEMENTS OF THE SUBJECTS

Of the 56 boys who went to school and were reported in the records, twenty-seven, or 48% were unsuccessful in progressing to the next grade level, while 9% were promoted more than one grade (Table 20). Then, as shown in Table 21, half of the boys were reported by their teachers to be low achievers, while 42% achieved at the level considered average for the boys of the Homes.

As shown in Table 22, over 83% of the subjects showed little or no hostility upon entrance to the Boys' Homes. However, the data in Table 23 does not support this contention. It indicated almost half of the boys attempted to escape. Interestingly, twenty percent tried only one escape.

It may be significant that the percentage of boys reported as hostile in Table 22 is virtually the same as the percentage of boys who escaped four to six times in Table 23. It is possible to speculate that this seventeen percent may represent the number of trouble makers in the Homes.

TABLE 18  
PREVIOUS COURT APPEARANCES OF THE SUBJECTS

Number of Appearances	Frequency	Percent	Adjusted Percent
None	14	14	17.7
One	10	10	12.7
Two	16	16	20.3
Three	5	5	6.3
Four - six	24	24	30.4
More than six	10	10	12.7
Unknown	21	21	--
Total	100	100	100.1

TABLE 19  
PREVIOUS COURT DISPOSITIONS AGAINST SUBJECTS

Disposition	Frequency	Percent	Adjusted Percent
Probation	39	39	52.7
Suspended Sentence	9	9	12.2
Foster Home	1	1	1.4
Training School	5	5	6.8
Variety	5	5	6.8
None	15	15	20.3
Unknown	26	26	--
Total	100	100	100.2

TABLE 20

NUMBER OF GRADES ATTAINED BY THE SUBJECTS  
WHILE IN THE BOYS' HOMES

Number of Grades	Frequency	Percent	Adjusted Percent
None	27	27	48.2
One	24	24	42.9
Two	4	4	7.1
Three	1	1	1.8
Unknown	44	44	--
Total	100	100	100.0

TABLE 21

SCHOOL PERFORMANCE OF THE SUBJECTS  
WHILE IN THE BOYS' HOMES

Performance	Frequency	Percent	Adjusted Percent
High	6	6	6.9
Average	37	37	42.5
Low	44	44	50.6
Unknown	13	13	--
Total	100	100	100.0

TABLE 22

ATTITUDE OF THE SUBJECTS UPON ADMISSION  
TO BOYS' HOME

Attitude	Frequency	Percent	Adjusted Percent
Co-operative	40	40	40.4
Indifferent	43	43	43.4
Hostile	16	16	16.2
Unknown	1	1	--
Total	100	100	100.1

TABLE 23  
ATTEMPTED ESCAPES BY THE SUBJECTS

Number of Escapes	Frequency	Percent	Adjusted Percent
None	47	47	51.1
One	18	18	19.6
Two	8	8	8.7
Three	3	3	3.3
Four or More	16	16	17.4
Unknown	8	8	--
Total	100	100	100.0

#### ADMISSIONS BY REGION IN NEWFOUNDLAND

Table 24 uses the Districts and populations as estimated by an annual Report of the Department of Health, 1970,<sup>71</sup> to present the regional admission rate of the sample used in this study. Since this is a random sample, the relative positions of these districts with respect to admissions should remain the same throughout the Newfoundland population as a whole. If this is the case, it would appear that admission rates are highest on the West coast and in more urbanized centers.

#### SUMMARY

The preceding data seem to indicate that, in general, the inmates of the Boys' Home and Training Schools in Newfoundland come from an undesirable family situation, and seem unable to cope with the educational

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<sup>71</sup>Department of Health, Report on Births, Marriages, and Deaths, 1970 (St. John's: Government of Newfoundland and Labrador, 1972).

TABLE 24  
ADMISSION RATE OF REGIONS OF NEWFOUNDLAND

Region	Population	Number of Delinquents	Rate of 1000*
Humber East and West	44,000	24	0.55
Port au Port	15,500	7	0.45
Bell Island	7,000	3	0.43
Grand Falls	21,000	8	0.38
Gander	17,400	6	0.34
Burgeo and Lapoile	13,500	4	0.30
St. George's	11,000	3	0.27
St. John's (East, West, North, South, Center, & East Extern)	115,000	29	0.25
Labrador, North, South & West	22,800	5	0.22
St. Mary's	6,200	1	0.16
Carbonear and Bay de Verde	14,200	2	0.14
Port de Grave	9,300	1	0.10
Placentia East & West	19,300	2	0.10
Fogo	12,000	1	0.08
St. Barbe, North & South	13,000	1	0.08
Burin	15,400	1	0.06
White Bay, North & South	18,100	1	0.05
Bonavista, North & South	30,700	1	0.03
Ferryland	8,700	0	0.00
Fortune & Hermitage	15,200	0	0.00
Green Bay	14,500	0	0.00
Harbor Grace	9,300	0	0.00
Harbor Main	14,800	0	0.00
Trinity, North & South	27,500	0	0.00
Twillingate & Lewisporte	22,600	0	0.00
Total	518,000	100	

\*based on n=100 of this study

system. There are exceptions, but generally the boys emerge from this background to find themselves repeatedly committing crimes against property and violating their probation requirements with the resultant placement in the institutions.

The next chapter will provide further discussion of this data, and propose recommendations by which the inmates may be helped, and possible steps toward the prevention of delinquency in Newfoundland.

## CHAPTER 5

### DISCUSSION AND RECOMMENDATIONS

This chapter will review and discuss the findings of the previous chapter. Several recommendations will be proposed, based on these findings and the observations made in Chapter Two. Proposals for further research will be provided, followed by a short summary of the study.

### DISCUSSION OF FINDINGS

Essentially, the Training Schools were created with the commendable aim of rehabilitating those boys who have deviated from social norms to such an extent that it is necessary to remove them from their home situation for re-direction and re-training. To do this, the institution must keep in touch with the population it serves. The remainder of this section will discuss the findings of the study in an attempt to form a composite picture of the inmate population, so that the Training Schools can be aided in keeping their fingers on the pulse of society and be aware of the needs of those admitted.

#### Family Situation

On the basis of this research, there was a high illegitimacy rate among the inmates of the Boys' Homes, and many had been placed in foster homes before admission, to the Training Schools. Sheldon and Eleanor Gleuck termed such situations as "household instability,"<sup>72</sup> and on the basis of

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<sup>72</sup> Sheldon and Eleanor Gluck, Delinquents in the Making (New York: Harper and Row, 1952), p. 59.

their extensive research, concluded that "there is no question that delinquents, as a group, grew up in less stable family settings."<sup>73</sup> The findings of the present study concur with the Gleucks' observation.

It was also found in this study that many of the subjects came from families of low income and high unemployment. This situation, further complicated by the large number of children in the family, possibly resulted in the fact that many of the inmates came from homes that were undesirable from a physical standpoint. At any rate, this evidence corresponds with that reported by Kvaraceus and Miller<sup>74</sup> in Chapter Two, which suggests that delinquency in many cases may stem from a background in the lower socio-economic class.

In spite of the difficulty encountered with the missing data, there is evidence to suggest that delinquency may actually run through members of a family. Perhaps a young boy learns to act like his older delinquent brother, or he may be influenced by the same factors that led his sibling to crime.

#### Educational Situation

The educational picture of the inmates is very bleak, showing, for the most part, the boys have had very little success in academic endeavors. In general, the findings of this study agree with those of Wattenburg,<sup>75</sup>

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<sup>73</sup>Ibid., p. 60.

<sup>74</sup>Kvaraceus and Miller, op. cit.

<sup>75</sup>William W. Wattenburg, "Factors Associated with Repeating Among Preadolescent Delinquents," Journal of Genetic Psychology, LXXXIV (June, 1954), 189-95.

who found repeated delinquency highly associated with, among other things, poor school work and low intellectual ability.

It is most unfortunate that many of the boys seem to have been completely 'turned off' by an educational system that could not, or would not, adapt to help them overcome their high rate of academic failure. This very fact may have encouraged them to seek an outlet elsewhere, even though it meant venting their frustrations by breaking into a school cafeteria, or stealing a car.

#### Criminal Record

Nelson,<sup>76</sup> in a study completed in Alberta, reported that the majority of delinquent crimes were against property rather than person. The findings of the present study concur with this observation, since most of the inmates of the Training Schools were convicted of break and entry, or theft. Many others were charged with unmanageability, which may relate back to the family situation described earlier.

#### Training Schools' Responsibility

The Training Schools are faced with an awesome, if not impossible, task if they expect to educate rejects from our normal school system, especially if 'education' is defined in its narrowest academic sense. This may be indicated by the fact that almost half of the inmates did not achieve any grades while at the Home.

However, a majority of the inmates proved that they were not hard-

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<sup>76</sup> Jean C. Nelson, Supplementary Report on Juvenile Delinquency in Alberta (Edmonton: Queen's Printers, 1967).

core delinquents. Once placed in a secure environment and given consistent discipline, they acted as normal boys -- not perfect, but not totally "delinquent" either. They had been placed on the road to delinquency by various accidents of birth, and their acts against society should be regarded as desperate cries for help, rather than an indication of the need for the wrath and punishment of evenhanded justice.

What, then, should be the role of our correctional services? One cannot deny the accomplishments of the Boys' Homes, but neither can the constant need for evaluation and program evolution be overlooked. If the Boys' Homes are to enjoy continued success, the juvenile correctional program must be striving always to be in tune with the views and needs of the society it serves. This research would be an academic exercise of little value if it did not bring forth suggestions in that light. Therefore, the following sections of this chapter will contain proposals and ideas by which the rehabilitative services for juvenile delinquency can be improved. As stated in the objectives as outlined in Chapter One, these suggestions arise from needs pointed out by the data and from other observations made at the Boys' Homes.

## RECOMMENDATIONS

### Increased Probation Services

As reported earlier, this study found that over eighty percent of the subjects had been before the courts previous to their being placed in the Training Schools. In other words, they were given the opportunity to reform at home, but obviously failed to do so.

There is, then, a need for trained, competent individuals to work

with those on probation with the aim of heading off any further clashes with the law. This work is today placed on the heavily taxed shoulders of the few social workers or welfare officers now employed. All too often, the responsibility of probation may be regarded as an extra task, and because of the lack of time or inclination, does not receive the attention it should. Therefore the need for extra probation officers is obvious.

However, a lot of work can be done even before the boy faces the magistrate. Given the home conditions, income, and size of many of the inmates' families, it may be possible, using an instrument similar to the KD Proneness Scale mentioned earlier, to identify delinquency-prone children. If such families were helped, possibly the number of delinquents, and the high rate of sibling delinquency could be reduced. The removal of a boy from such a home will not necessarily change a situation that may have helped create the problem in the first place. Many times, it is the parents that need help -- whether it be in the field of household management, budgeting, hygiene, birth control, or marriage counseling. If the problems of the parents and the boy were attacked simultaneously, in relationship to each other, the rehabilitation process may be more realistic and complete.

The above will necessitate a concerted team approach directed toward the whole family. Such teams would consist of persons such as social workers and school guidance counsellors who could deal with the family and the delinquent, harnessing the resources of the community to help alleviate the problem. The schools, social agencies, service clubs, church organizations, and many other avenues could be explored. In essence, what is being sought is a delinquency preventive program, rather than the

delinquency curative approach.

#### Education at the Boys' Homes

It was pointed out earlier that there is a great emphasis on school attendance at the Training Schools. All boys are strongly encouraged to go to school, and little in the way of training is available to those who do not.

However the poor academic attitudes and the low rate of success of the inmates, both before and after admission to the Boys' Home, are indications that many have already violently rebelled from the straight-jacketing effect of overly academically oriented schooling. They have found that such schools are unrealistic and totally out of step with their interests and abilities. A continuation of such a program in the Boys' Home would serve little purpose in rehabilitation.

Therefore, there must be less emphasis placed upon academics in the Training Schools. There is a great need for widely diversified, but very simple and basic vocational and pre-vocational educational experiences. The initiation of such a program would be relatively simple. The boys could be allowed freedom to explore their abilities under the supervision of a qualified industrial arts teacher. From such activities, the boys could become more acquainted with fields such as tire repair, gasoline attendant, carpentry, brick laying, plumbing, and janitorial services. Later, further experiences could be provided by placement in real-life situations such as service stations and construction sites.

Such experiences would be extremely valuable for a young boy whose educational experiences have been anything but positive. A chance of success would give him an improved self-concept and more confidence in

attacking other problems. He could see the value of work, and the direction he should take to become more qualified for the occupations in which he is interested. School should, finally, have meaning for him, possibly encouraging him to continue in a particular field.

However, the academic program, adapted to complement this more vocationally oriented outlook, must be especially designed for the Homes. To merely pick and choose from the regular Newfoundland curriculum will, of necessity, result in a piecemeal approach, and can provide little in the way of remedial academic help. A good hard look at the educational requirements of the institutions is needed, and realistic objectives must be formulated. Only then can a program be drawn up to meet the special needs and requirements of the inmates.

#### Psychological-Vocational Services

A problem often referred to in this paper was the lack of good records at the Homes. Although it is understood that the files are not designed for research, they would obviously be of more help to everyone if they were more detailed, complete, and amenable to statistical operations.

Then too, in line with this, it was mentioned in Chapter Four that there were very few recorded intelligence test scores at the Training Schools. Actually, one of the most unfortunate shortcomings of the Boys' Homes was the scarcity and inconsistency of psychological measures completed on the inmates. It would be of great benefit to the staff and administration if they could have detailed psychological and vocational tests administered to each boy upon admission, and the results interpreted so that a more individual treatment could be prescribed.

Today such work is done only when the need is made obvious by overt

behavior, or the lack thereof. Such tests are completed by referrals to the Janeway, the Mental Hospital, or other hospitals in St. John's. However, it would be profitable if a person on the staff of the Boys' Homes were qualified to administer needed tests, and then refer for more expert judgment as required. This person could also organize a complete testing program, so that changes in academic abilities, behavior, and adjustment could be accurately recorded. Such information would be an invaluable aid to the teachers, who would then have a better idea which educational approach would be best for the individual.

Another important duty of such a position would be that of a guidance-placement officer. This would entail helping the inmates develop vocational careers in line with their abilities and interests. This person would be involved with the on-the-job training mentioned previously, and could work closely with vocational schools and any job settings suitable for the inmates.

#### Age of Wardship

The large drop in the number of sixteen-year-olds admitted to the Training Schools, as noted in Chapter Four, is probably due to the impracticability of attempting to rehabilitate them before they reach the age of seventeen, when they must, by law, be removed from the Homes. Regardless of the conditions to which he must return, or whether or not all concerned are satisfied that he is ready to face society, the young boy is forced out before he reaches his seventeenth birthday. The legislation that requires this should be changed if the Training Schools are to complete their tasks.

#### The Need for Further Research

Studies such as this one usually uncover as many questions as they

answer. A number arising from this paper are listed below:

1. There is need for an investigation into the reasons for regional disparity of delinquency in Newfoundland.
2. A follow-up study of former inmates of the Training Schools would be useful. Such factors as employment, recidivism, and social adjustment should be included.
3. There is a great need for an investigation of female delinquency. It appears from the present study that there is less of a delinquency problem among girls than among boys. Is this the case, or are the courts more lenient toward females? It would also be informative to investigate the types of delinquency committed by girls, and their home and academic background as compared to boys.
4. Any relationship between illicit drug use and delinquency in Newfoundland needs attention.

#### SUMMARY

The purpose of this project was to provide background information on the inmates of the Boys' Home and Training Schools for the Committee for the Study of Correctional Services in Newfoundland. Included in this profile was home, academic, criminal, and institutional information, as gathered from a random sample of one hundred admissions over the period from 1967 to 1972. This data will be used as a basis for recommendations the Committee will make for correctional reform in Newfoundland.

Generally, the study found that the boys were a product of unstable home backgrounds, characterized by unemployment, low income, and large families. The records indicated that many lacked the ability and incli-

nation to succeed in the regular school program. Many were convicted of repeated crimes against property, and failed to comply with their probation requirements. However, once admitted to the Home, most of them adjusted quite well, and proved they were more deprived than delinquent.

On the basis of the data, recommendations for the improvement of rehabilitational services, and the prevention of delinquency were made.

Included in these proposals were the following points:

1. An increased emphasis on probational services is needed.
2. A more vocationally oriented educational program, suited to the needs of the inmates is required.
3. There is need for psychological testing and recording at the Home.
4. The legal age of wardship should be extended.
5. There are areas that need further research.

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APPENDIX. A

REQUEST TO CONDUCT THE STUDY



## MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Social Work

1st December, 1972

Mr. David Jeans  
9A Grenfell Avenue  
St. John's, Newfoundland

Dear Mr. Jeans:

The Federal-Provincial Committee established jointly by the Provincial and Federal Governments to examine all aspects of the correctional system in Newfoundland is looking for graduate students in either Education or Psychology to undertake a study of boys at the Provincial Training School at Pleasantville and Whitbourne.

Basically, we are looking for a profile of the boys presently confined there and those resident during the past three to five years depending on documentation available. We are interested in such factors as age, place of residence, educational level, family background, length of stay, nature of offence, etc.

At the same time we would like the researcher to take a look at and either make recommendations or state impressions of the current programs and staff, especially in the areas of education, crafts, etc.

On the basis of our informal connections, I would, on behalf of the Committee like to formally ask you to undertake this study for us. Since we are working under a deadline of March 31st for submission of our report to Government, we would want your material by February 15th. We realize that this short period will of necessity have limiting effect on the scope and detail of your report.

Please feel free to contact me if there are any further question.

Yours sincerely,

Morris O. Bartlett  
Vice Chairman, Federal-Provincial  
Committee on Corrections

APPENDIX B

PURPOSE FOR THE COMMITTEE INVESTIGATING  
CORRECTIONAL SERVICES



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR  
DEPARTMENT OF JUSTICE

ST. JOHN'S

PROVINCE OF NEWFOUNDLAND - STUDY OF CORRECTIONAL SERVICES

PURPOSE OF THE STUDY:

The purpose of the study is to make a general evaluation and assessment of the present correctional services of the Province covering both adult and juvenile jurisdictions. In the light of such evaluation and assessment it will make recommendations to the Province concerning any improvements, additions or changes to the present service which might be necessary to provide the most functional and effective correctional program for Newfoundland consistent with current Community needs, crime prevention, and present day trends in the correctional field.

SCOPE OF STUDY:

The scope of the Study should be general and far reaching enough to allow it to carry out its stated purpose. It should cover all aspects of our present programs with a view to providing a "correctional blueprint" or plan for Newfoundland.

Such study will include the following areas:

1. ADULT PROGRAMS

- a. Probation
- b. The Female Offender
- c. The Alcoholic Offender
- d. Young Adults (17 to 21). Institutional care and follow up programs.
- e. Parole and After Care. Are present programs in these areas adequate for Provincial prisoners?



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR  
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2. JUVENILE PROGRAMS

- a. After Care and Release Programs, including Probation, especially in areas outside of St. John's.
- b. Court procedures and transfers (Section 47, Welfare of Children Act) in areas where there is no full-time Juvenile Court.  
(The criticism is being made that Juveniles (over 15) in this Province are being tried as adults in our Provincial Courts).
- c. Feasibility of and need for circuit Juvenile Courts.
- d. Detention facilities throughout the Province.

3. ADMINISTRATION

- a. Should our present pattern of Administration continue where responsibility for Corrections is divided between Department of Social Services and Rehabilitation and the Department of Justice.
- b. Or, should all Correctional Programs be co-ordinated under a Division of Corrections within one Department of Government?
- c. Does the present administrative structure provide the optimum degree of utilization and co-ordination of our available programs and resources?

4. LEGISLATION

- a. Welfare of Children Act (Especially as it relates to Juvenile Offenders).



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DEPARTMENT OF JUSTICE

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ST. JOHN'S

- b. Summary Jurisdiction Act. Does this Act which mainly deals with the operation of Provincial Courts need any revision in the light of contemporary correctional trends?
  - c. Prisons Act and Regulations thereunder.
  - d. Corrections Act and Regulations thereunder.
5. INSTITUTIONAL PROGRAMS (ADULTS AND JUVENILES)
- (a) Physical Facilities
  - (b) Staff development and training
  - (c) Personnel Requirements
  - (d) Program Evaluation and Research
6. COMMUNITY BASED PROGRAMS

Several Community programs related to Corrections receive annual grants from the Province. Is there any duplication or overlapping in such programs? Can such services be better provided within the framework of present Government Correctional Programs? Is there any need for some co-ordinating authority for such community based programs if they are to continue in their present forms?

APPENDIX C

CHECKLIST AND CODING FORM

## CODING SHEET AND CHECKLIST

FILE NUMBER \_\_\_\_\_

1. CODE NUMBER (1-4) \_\_\_\_\_

2. BIRTHDATE (5-10) \_\_\_\_\_  
Day Month Year

3. AGE WHEN ADMITTED (11-12) \_\_\_\_\_

4. DATE ADMITTED (13-18) \_\_\_\_\_  
Day Month Year

5. BIRTH STATUS (19):

Legitimate 1

Illegitimate 2

Unknown 3

6. BOY'S HOME BEFORE DELINQUENCY (20)

Natural Home 1

Foster Home 2

Relatives 3

Adoptive 4

Institution 5

Other 6

Unknown 7

7. STRUCTURE OF BOY'S NATURAL FAMILY (21-22)

Both parents present 01

Father absent (death) 02

Father absent (separation) 03

Mother absent (death) 04

Mother absent (separation) 05

Unmarried mother living alone 06

Unmarried mother living with relatives 07

Unknown 08

Other 09

Father -- remarried 10

Mother -- remarried 11

## 8. AGE ON SEPARATION FROM PARENTS (23-24)

	<u>Father</u>	<u>Mother</u>
Infancy	1	1
1 - 3	2	2
4 - 6	3	3
7 - 9	4	4
10 - 12	5	5
13 - 15	6	6
Not applicable	7	7
Unknown	8	8

## 9. BOY'S HOME TOWN (25-28)

## 9. AGE OF PARENTS AT BOY'S ADMISSION (29-30)

	<u>Father</u>	<u>Mother</u>
Under 30	1	1
30 - 40	2	2
41 - 50	3	3
51 - 60	4	4
61 - 70	5	5
Over 70	6	6
Unknown	7	7
Not applicable	8	8

## 10. LIVING CONDITIONS OF BOY'S LAST HOME (31)

Very poor	1
Poor	2
Good	3
Excellent	4
Unknown	5
Not applicable	6

## 11. INCOME OF LAST HOME (32)

Less than \$3,000	0
\$3,000 - \$3,999	1
\$4,000 - \$4,999	2
\$5,000 - \$5,999	3
\$6,000 - \$6,999	4

\$7,000 - \$7,999	5
\$8,000 - \$8,999	6
\$9,000 - \$9,999	7
Over \$10,000	8
Unknown	9

## 12. PARENTS' EMPLOYMENT STATUS (33-34)

	<u>Father</u>	<u>Mother</u>
Penitentiary	0	0
Welfare (able bodied)	1	1
Welfare (disabled)	2	2
Unemployment	3	3
Retired	4	4
Employed full time	5	5
Employed part time	6	6
Housewife	7	7
Other	8	8
Unknown	9	9

## 13. NUMBER OF SIBLINGS (37-40)

	<u>Brothers</u>	<u>Sisters</u>
None	00	00
01	01	01
02	02	02
03	03	03
04	04	04
05	05	05
06	06	06
07	07	07
08	08	08
09	09	09
10	10	10
Over 10	11	11
Unknown	12	12

## 14. OCCUPATION OF PARENTS (41-44)

	<u>Father</u>	<u>Mother</u>
Professional, technical	01	01
Manager, Proprietor	02	02
Craftsman, foreman	03	03
Farming	04	04
Fishery	05	05
Forestry	06	06
Mining	07	07
Clerical	08	08
Operative	09	09
Service	10	10
Sales	11	11
Housework	12	12
Other	13	13
Not working	14	14
Unknown	15	15

## 15. POSITION IN FAMILY (45)

First child	1
Second child	2
Third child	3
Fourth child	4
Fifth - Tenth	5
Eleventh - Fifteenth	6
Over fifteen	7
Unknown	8

## 16. RELIGION (46)

Anglican	0
Pentecostal	1
Roman Catholic	2
Salvation Army	3
Seventh Day Adventist	4
United Church	5
Athiest	6

Agnostic	7
Other	8
Unknown	9

## 17. COMMUNITY ACTIVITIES BEFORE ADMISSTION (47)

Boy Scouts, Cubs, etc.	1
Church clubs	2
Cadets	3
Sports clubs	4
Other boys' clubs	5
Unknown	6
None	7

## 18. CHILD'S REPORTED PHYSICAL DEVELOPMENT (48)

General health record normal	1
History of chronic poor health	2
Occasional physical health setbacks	3
Unknown	4

## 19. CHILD'S REPORTED EMOTIONAL DEVELOPMENT (49)

No reported evidence of abnormalities	1
Evidence of abnormalities	2
Unknown	3

## 20. REPORTED ATTITUDE TOWARD SCHOOL BEFORE ADMISSION (50)

Co-operative	1
Indifferent	2
Hostile	3
Unknown	4

## 21. REPORTED SCHOOL ACHIEVEMENT BEFORE ADMISSION (51)

High	1
Average	2
Low	3
Unknown	4

## 22. REPORTED INTELLIGENCE SCORE (AS ON RECORDS) (52)

Above average	1
Average	2
Below Average	3
Unknown	4

## 23. REPORTED EVIDENCE OF TRUANCY (53)

Yes 1  
No 2

## 24. EDUCATIONAL LEVEL AT ADMISSION (54-55)

o Grade \_\_\_\_\_ Code 0-11  
Unknown \_\_\_\_\_ Code 12

## 25. NUMBER OF YEARS BEHIND (AGE IN RELATION TO GRADE) AT ADMISSION (56-57)

Number of years \_\_\_\_\_ Code 0-11  
Unknown \_\_\_\_\_ Code 12

## 26. NUMBER OF GRADES ATTAINED WHILE IN BOYS' HOME (58-59)

Number of grades \_\_\_\_\_ Code 0-11  
Unknown \_\_\_\_\_ Code 12

## 27. SCHOOL PERFORMANCE WHILE IN BOYS' HOME (60)

High 1  
Average 2  
Low 3  
Unknown 4

## 28. BOY'S ATTITUDE UPON ADMISSION (61)

Co-operative 1  
Indifferent 2  
Hostile 3  
Very hostile 4  
Unknown 5

## 29. NUMBER OF ESCAPES FROM BOYS' HOME (62)

None 0  
One 1  
Two 2  
Three 3  
Four or more 4  
Unknown 5

## 30. PARENTAL CRIMINAL RECORD (63-64)

	<u>Father</u>	<u>Mother</u>
Yes	1	1
None	2	2
Unknown	3	3

## 31. SIBLING RECORD (65-66)

	<u>Brothers</u>	<u>Sisters</u>
None	0	0
Court appearance	1	1
Probation	2	2
Foster home (court)	3	3
Foster home (neglect)	4	4
Training school	5	5
Penitentiary	6	6
Unknown	7	7

## 32. LATEST DELINQUENCY FOR BOY (67)

Break and entry	1
Theft	2
Assault	3
Auto theft	4
Unmanageability	5
Sex crime	6
Other	7
Unknown	8

## 33. PREVIOUS COURT APPEARANCES (68)

None	1
One	2
Two	3
Three	4
Four - Six	5
More than 6	6
Unknown	7

## 34. PREVIOUS DISPOSITIONS (69-72)

Probation	00
Fines	01
Previous admittance to boys' school	02
Foster home	03
Penitentiary	04
Suspended sentence	05
Not guilty	06
Other	07
None	08
Unknown	09
Variety	10







