

A SURVEY OF MALE JUVENILE DELINQUENCY

IN BRITISH COLUMBIA

FROM 1920 TO 1941

by

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A Thesis submitted in partial fulfilment
of the requirements for the degree of

MASTER OF ARTS,

in the department

of

Philosophy and Psychology

*Accepted
October 4, 1941*

Head of the department

The University of British Columbia

August, 1941

PREFACE

Several years ago Mr. F. C. Boyes, who was then superintendent of the Boys' Industrial School at Coquitlam, proposed that a survey should be conducted on male juvenile delinquency in British Columbia. As the writer was extremely interested in the psychological problems presented by delinquency, this suggestion seemed to offer opportunity for intensive research in an important field. It also presented a means whereby the investigator might contribute to the happier readjustment of some younger member of society. Thereafter, a large proportion of the author's available time was spent at the institution administering intelligence tests, taking case histories, supervising work groups, coaching various athletic games, and generally "mixing" with the boys.

During the five years required to gather the data presented in this thesis, the writer became intimately acquainted with more than three hundred young delinquents. Such continuous association revealed only slight differences between reformatory school boys and regular public school pupils. A knowledge of case histories indicated that the majority of the young offenders were the victims of environmental circumstances and, with a real opportunity for success, might well have adjusted their behavior in a socially-approved manner.

During frequent visits to the Industrial School the author acquired a first-hand knowledge of the rehabilitative programme and methods. Any opinions expressed or conclusions drawn in this thesis are based on many hours of objective association and observation and careful research.

The writer wishes to thank Mr. F. C. Boyes, former superintendent, for the inspiration and material aid that made this survey possible. To Mr. George Ross, present superintendent, for his co-operation in permitting unhampered access to files and records and for freedom in associations with the boys, the author is deeply indebted. The writer is also under obligation to the members of the Industrial School staff for their generous considerations and assistance in carrying out projects. The painstaking research of Mr. Sid Bass, deputy police-chief in New Westminster, in the follow-up work has been greatly appreciated.

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IN BRITISH COLUMBIA

FROM 1920 TO 1941

CHAPTER I.

HISTORICAL DEVELOPMENT

A SURVEY OF MALE JUVENILE DELINQUENCY
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CHAPTER I.

HISTORICAL DEVELOPMENT

For hundreds of years previous to the great reform period in the nineteenth century, the retributive and preventive theories were almost universally held by those responsible for administering the penal code. The chief object of punishment was to make the law-breaker suffer bodily pain and thus it was hoped that he and every other potential offender would be frightened from a life of crime. This archaic, theoretical interpretation of the function of punishment was based on man's primitive drives for self-preservation, retribution, and revenge. The Mosaic Code of the Jews and the Lex Talionis of the Romans were essentially based on such an interpretation. The retaliation theory was handed down from generation to generation for such a long period that eventually this doctrine was accepted unquestioningly. As a matter of fact the British and Canadian codes of today are based on the ancient Lex Talionis. It apparently never occurred to those in authority that there might be a possible means by which certain criminals could be moulded into useful citizens. Once a criminal always a criminal, was the general attitude and the public tenaciously clung to the old theory that the only way to save society

from the criminal was to incarcerate the offender as a fit punishment for him and as a warning to others.

In England during the Saxon and Norman periods common criminals were mutilated and disfigured in various ways; some had their eyes burnt out, others were branded in public ceremonies and thus became literally "marked" for life. It was a familiar sight to see a delinquent, branded, and with some part of his anatomy amputated, crawling about the country as a warning to others. Public hangings were frequent and often the bodies of the victims were left to rot on conspicuous scaffolds as a means of instilling fear into the hearts of would-be offenders. Continuing through the reigns of the Angevin, Yorkish and Lancastrian kings to the Tudor period, we find no definite change in the general attitude towards criminals but merely changed methods of administering corporal punishment. Many prisoners were boiled alive while traitors rarely escaped burning at the stake. Such inhuman practices continued until 1790. In the early Hanoverian regime the primitive spirit of revenge and retaliation still held. In this period for example a man, who was unable to pay his debts, was tied behind a cart, was publically whipped through the streets, his tongue was split, his nose cut off, his eyes put out, his property and personal effects confiscated, and finally he was hanged. One might well imagine the number of double-tongued, noseless, and blind people there would be today if such a law still existed.

Public opinion remained much the same during the early nineteenth century. Society still believed that the only possible way to prevent crime was to force the criminal tendencies out of the minds of the potential law-breakers. This extrinsic method of character motivation was based on fear and pain. "Thus we see that under the old regime penal servitude became so elaborated that it became a huge punishing machine without discrimination, feeling, or sensitiveness."¹ The majority of criminals, while such attitudes toward crime persisted, did not have the semblance of a chance to become useful citizens. Many were literally "dragged up" through the London slums with little or no moral training. They were encouraged to steal by the numerous human vultures who acted as fences. A life of crime inevitably followed. When finally caught and thrown into prison, they spent their time brooding, thinking, and planning new crimes. It is no wonder that the prisons turned out men with distorted minds and anti-social tendencies. Thus the old retributive penal system did not reform the criminals but merely hoarded them up temporarily, later to turn them loose on society more wolfish than ever.

In the middle of the nineteenth century we arrive at an epochal period in the social history of the English people.

1. Barman, S. The English Borstal System. London, P. S. King and Son, Ltd. 1934. p. 21.

A wonderous humanitarian movement had spread over England. Such men as William Wilberforce, Zachary Macaulay, Earl Grey, Sir Robert Peel and a great many others caught the spirit and attempted to better their fellow men by many social reforms. Thanks to the efforts of Mary Carpenter, Elizabeth Fry, John Howard and others we find a new outlook toward criminals. For the first time we enter a period when the reformation theory of punishment predominated over the historical theories of retribution and prevention. It was now thought possible to transform the unfortunate criminal into the useful citizen.

Considering the centuries that the retaliation and preventive theories of punishment were in force, the reformation theory is a comparatively recent idea. In fact it is still in its infancy. Nobody today can say that our penal institutions are models of perfection, but, then again, no intelligent person can say that we are not reaching in the right direction. In the modern penitentiary an attempt is being made to appeal to the criminal so that he will voluntarily forsake his anti-social conduct and will himself want to fill a worthwhile place in the community. Many prison wardens of the old school scoff at the procedure followed by Lewis Lawes at Sing Sing in New York State but they, or their successors, will eventually have to follow his method because his system is proving so much more successful than any other yet attempted.

In the old retribution system no special provision was made for juvenile delinquents. They were treated in the same cold-blooded inhuman manner as adult habitual criminals. The same penal methods were used for all criminals, young and old; when a child broke the law he was thrown into prison with the adult law-breaker. Nobody stopped to consider the demoralizing influence a hardened confirmed convict could have on a young offender whose only crime may have been petty theft in order to satisfy the pangs of hunger.

As far back as the Saxon and Norman periods, there was a feeble attempt to make a distinction between the adult and juvenile delinquent. Athelstane, in the tenth century, enacted that a first offender under the age of fifteen was not to lose his life but was to be turned over to his parents. If an orphan he was to be put in charge of a bishop. If in any way he broke the law again however, he was to be tried and convicted as if he were an adult. In the Middle Ages there is sufficient historical evidence to prove that there was an attempt to discriminate between the adult criminal and the juvenile delinquent for it is recorded in the Year Books of Edward I that judgment for burglary was spared to an individual of twelve years. Apparently it was thought that reformation for the young offender was possible but little action is found supporting this idea. In the seventeenth and eighteenth centuries even these ideas became dormant and the young offender was given no special treatment

whatsoever. The following incident shows the general attitude towards juvenile delinquents at the close of this period. On January 18, 1801, a thirteen year old street urchin of London and some companions broke into a house and stole one spoon. His companions escaped but he was caught and brought to trial. His fate ended in two words which were short and customary: Guilty--Death.

The untiring efforts to instill fear into the hearts of potential offenders and the harshness of the law only led to an increased number of young law-breakers. Religion and moral improvement were little regarded in prisons, while industrial and technical training were impossible. When a youth served a sentence his chief lesson learnt was an intimate and contemptuous acquaintance with the demoralizing interior of a gaol and a determination not to be caught the next time. As we enter the great social reform period of the nineteenth century, however, we find the attitude towards the young offender beginning to change. It was now realized that special treatment for the juvenile was essential; that child criminals were too often the victims of circumstances beyond their own control. They were potential rather than actual criminals, calling for rescue and regeneration rather than vindictive reprisals. The first government recognition of the necessity of discriminatory treatment for young criminals was the Parkhurst Act of 1838.

As far back as 1756 the Marine Society and in 1788 the

Philanthropic Society attempted to establish institutions for the reformation of young offenders but these organizations were handicapped because they had to rely on voluntary contributions. In the early nineteenth century, however, many benevolent institutions were established on similar lines with greater success. The "Ragged Schools" founded in 1818 are examples. Gradually the State began to accept the responsibility for the care and possible reformation of young offenders and passed several Reformatory School Acts. The climax came with the passing of the Prevention of Crime Act in 1908 which provided for the establishment of institutions all over England for the reformation of adolescent offenders between sixteen and twenty-one years of age. It marks the first time that the authorities have given the problem of juvenile delinquency the necessary attention. The establishing of these corrective institutions for juveniles led to the English Borstal system which today places England ahead of the world in the treatment of wayward youths.

THE UNITED STATES

The reformatory system of the United States, as distinguished from the penitentiary or prison system, may be considered under two divisions: (a) reform schools and industrial schools for youths under sixteen or eighteen committed for violations of the criminal law or for the want of proper guardianship, and (b) reformatories for delinquents between the ages of sixteen or eighteen and thirty convicted of criminal acts.

At the beginning of the nineteenth century the notion of a differentiated treatment for young delinquents led to the establishment of separate correctional institutions for juvenile offenders under sixteen years of age. These institutions were called "houses of refuge" and the first one was opened in New York City in 1825. Under the general description of reform schools, similar establishments became common in many areas throughout the United States. Some of these institutions were maintained and operated by the government while others were controlled by private, religious, charitable, or other benevolent organizations. The "houses of refuge" were very similar to the existing prisons and accomplished very little in reforming the young delinquents committed to their custody. Great change has become apparent, however, in the last thirty years in the spirit and methods of administration in these institutions. The more recent tendency is to locate the schools in the

country and to house the youths in cottages holding from twenty to thirty boys each. In charge of each cottage is a house-father and house-mother. In this new phase of their development, these institutions are often called state, city, county homes or industrial schools. In 1928 there were 145 such institutions in the United States maintained wholly or partly endowed with government funds. Commitments are made by the juvenile courts and usually are for an indefinite period. This enables the superintendent to release a youth whenever he feels that his charge is capable of re-entering society and becoming a worth-while citizen. The boys are generally released on parole and a close check is kept on their conduct by the parole officer. Any youths who break the trust and confidence of the superintendent or parole officer may be returned for a further training period.

The reformatory for older delinquents had its birth in the United States in 1869 when the government of the State of New York enacted legislation and appropriated sufficient funds to establish the State Reformatory at Elmira. The system of academic and trade training as advanced by the Elmira Reformatory is still regarded as a model for similar institutions. In almost every reformatory the type of disciplinary training and release has also been patterned after that established at Elmira. The indefinite sentence is an integral part of the American reformatory system. Since 1925 there has been a decided trend towards specialized

vocational training for both the younger and older juvenile delinquents. In the most progressive reformatories the academic and the vocational training are being carefully guided by experienced psychologists and psychiatrists. The recommendations of the clinics of the modern institutions have led to a much better classification and training of the young delinquents. It is significant that the clinical studies are becoming increasingly important as a basis for determining readiness for release.

CANADA, WITH SPECIAL REFERENCE TO BRITISH COLUMBIA

Crime is one of the greatest problems of present day society; not only from an economic outlook, but also from the general moral viewpoint of the population at large. The Wickersham Commission on Law Observance, which reported to the President of the United States in 1931, collected sufficient evidence to warrant the following summary statement:

The data which can be accurately ascertained clearly indicate that the toll levied upon the community by the criminal, directly and indirectly, is a very large one, and one which imposes a serious economic burden on the public and the individuals who make up the public. It is a matter of common knowledge that the economic loss due to crime is enormous, that it is desirable that it be reduced, and that it can be reduced by decreasing crime and by diverting the man power now devoted to criminal activities into legitimate and productive channels. It seems to us, therefore, that the desirability of adequate crime control from an economic standpoint is so obvious that it should not require the re-enforcement of specific figures. ¹

This is as true of Canada as of any other country. Many people, indeed, think there is an unwarranted increase in crime in Canada today. We must agree when we realize that the number of prisoners in penitentiaries, reformatories, and jails in the Dominion of Canada increased almost one hundred per cent from 7,534 at the end of the fiscal year 1926 to 13,255 in 1932. There was a slight reduction to 11,899 by 1934. Table I. indicates a similar upward trend in British Columbia. No doubt the

1. National Commission on Law Observance and Enforcement. Report on the Cost of Crime. Washington, Government Printing office. 1931, p. 442.

TABLE I.CONVICTIONS OF PERSONS OF SIXTEEN YEARS OF AGE AND OVERFOR INDICTABLE OFFENCES IN BRITISH COLUMBIA¹

1921----	1,282	1928----	1,931
1922----	1,004	1929----	2,425
1923----	1,116	1930----	2,694
1924----	1,265	1931----	3,385
1925----	1,385	1932----	3,072
1926----	1,252	1933----	3,094
1927----	1,833	1934----	2,946

economic depression of that period was to a certain extent responsible for this increase but it by no means accounts for such a marked rise in numbers. This general increase has taxed the accommodation capacity of the prisons and jails to the limit and the cost to the governments is mounting by leaps and bounds.

The average age of the inmates of Canadian penitentiaries has dropped considerably in the post-war period. Nearly ten per cent of all convicts in Dominion penitentiaries in March 31, 1935, were under twenty years of age while more than fifty per cent were less than thirty years old. Approximately the same ratio exists in British Columbia. Of 1,887 prisoners sent to Oakalla in the fiscal year ending 1936, 7.74 per cent were under twenty while 43.89 per cent were less than thirty years of age. It appears to the writer that inadequate training of youth is responsible for the large proportion of young men committed to higher penal institutions in Canada

1. Canada Year Book, 1936. p. 1025.

today.

TABLE II.

THE NUMBER OF JUVENILES (MALE AND FEMALE) BROUGHT BEFORE

JUVENILE COURTS IN B. C. FROM 1933 TO 1935¹

	<u>1933</u>	<u>1934</u>	<u>1935</u>	<u>Total</u>
January-----	51	84	48	183
February----	37	71	54	162
March-----	71	63	58	192
April-----	70	70	61	201
May-----	62	57	68	187
June-----	66	70	62	198
July-----	52	87	68	207
August-----	91	71	54	216
September---	87	91	96	274
October-----	69	88	64	221
November----	63	72	64	199
December----	47	30	51	128
Total	766	854	748	2368

In contrast with the general increase of crime in Canada as a whole, there has been no noticeable upward trend in juvenile delinquency in British Columbia since 1922, as may be seen in tables II., III., and IV. Tables II. and III. even indicate a slight decline in the number brought before Juvenile Court Judges in British Columbia. It must be pointed out, however, that these tables do not include the numerous cases which were settled out of court.

Available statistics do not substantiate the prevalent theory that juveniles are responsible for a large majority of the crimes committed in British Columbia. Unfortunately, such newspaper headlines as, "Crime Wave Attributed to

1. Report of the Advisory Committee on Juvenile Delinquency, 1936.

Juveniles; Police Will Seek Changes in System", and "Burg-¹laries Follow Escapes of Boys from Industrial School", tend to misdirect public opinion as to the true state of affairs. In reference to the above headlines it is interesting to note newspaper distortion in that the escaped boys referred to were two subnormal youths (one is now in the feebleminded institution) who were returned to the Boys' Industrial School at Coquitlam (Biscoq) a few hours after their departure. It was a physical impossibility for them to have committed even a small number of the crimes attributed to "escaped Biscoq boys".

TABLE III.

*THE NUMBER OF JUVENILES (MALE AND FEMALE)

BROUGHT BEFORE THE COURTS OF

VANCOUVER, GREATER VANCOUVER, VICTORIA DISTRICT

²

AND THE REST OF B. C.

	<u>1930</u>	<u>1931</u>	<u>1932</u>	<u>1933</u>	<u>1934</u>	<u>1935</u>	<u>Total</u>
Vancouver City-----	785	708	562	314	393	401	3,163
Greater Vancouver--	238	276	233	229	194	171	1,341
Victoria District--	146	107	69	109	89	70	590
Rest of B. C.-----	32	38	112	86	124	97	489
	1,201	1,129	976	738	800	739	5,583

*From 16 out of 24 Juvenile Courts in British Columbia.

1. The Vancouver Sun. Monday, December 13, 1937. p. 12.
2. Report of the Advisory Committee on Juvenile Delinquency, 1936.

TABLE IV.YEARLY COMMITMENTS OF MALE DELINQUENTS¹

					<u>B. C. Canada*</u>
April 1st, 1922 to March 31st, 1923					---68---3,901
" 1923 " " "					1924---58---4,040
" 1924 " " "					1925---62---4,409
" 1925 " " "					1926---59---4,715
" 1926 " " "					1927---56---4,804
" 1927 " " "					1928---85---4,919
" 1928 " " "					1929---71---4,773
" 1929 " " "					1930---59---4,880
" 1930 " " "					1931---79---5,412
" 1931 " " "					1932---65---5,007
" 1932 " " "					1933---29---4,797
" 1933 " " "					1934---51---4,871
" 1934 " " "					1935---50---5,105
" 1935 " " "					1936---69---5,268
" 1936 " " "					1937---66---4,774
" 1937 " " "					1938---74---5,043
" 1938 " " "					1939---67---4,872
" 1939 " " "					1940---67-----
Total					1,135 81,590

The average yearly commitments in B. C. is 63, in Canada 4,799.

*The Canadian Year is from October 1st to September 30th.

As indicated in tables III. and V., most juvenile crimes in British Columbia are committed in the Vancouver, Greater Vancouver, and Victoria urban districts. Vancouver City in 1931 with 37 per cent of the total provincial population contributed 62.7 per cent of the total juvenile court appearances in British Columbia. The introduction of the Child Welfare Service and other kindred organizations has reduced the proportion considerably but more work on the part of institutions of this nature is

1. Annual Report of Juvenile Delinquents for Canada, 1936, and Biscoq files.

TABLE V.

1

PLACES OF APPREHENSION

Abbotsford-----	2	McBride-----	1
Agassiz-----	4	Nanaimo-----	15
Alert Bay-----	1	Nelson-----	11
Alexis Creek-----	1	New Westminster--	62
Armstrong-----	3	Nicola-----	1
Ashcroft-----	1	North Bend-----	2
Burnaby-----	23	Oliver-----	1
Burns Lake-----	1	Penticton-----	17
Chilliwack-----	9	Pitt Meadows-----	1
Cloverdale-----	3	Port Alberni-----	4
Coal Creek-----	1	Port Coquitlam---	6
Courtenay-----	2	Port Haney-----	2
Cranbrook-----	19	Port Moody-----	2
Creston-----	4	Pouce Coupe-----	1
Cumberland-----	3	Powell River-----	3
Deroche-----	1	Prince George-----	11
Duncan-----	1	Prince Rupert-----	27
Enderby-----	1	Princeton-----	2
Esquimalt-----	2	Revelstoke-----	5
Fruitvale-----	1	Richmond-----	1
Grand Forks-----	4	Roberts Creek-----	3
Hazelmere-----	1	Rossland-----	4
Hazelton-----	2	Saanich-----	4
Huntingdon-----	2	Sardis-----	2
Kaslo-----	2	Sechelt-----	2
Kamloops-----	7	Slocan City-----	1
Kelowna-----	4	Smithers-----	3
Kimberley-----	1	St. James Fort---	1
Kitwanga-----	1	St. John Fort-----	2
Kootenay-----	5	Sumas-----	2
Ladner-----	1	Summerland-----	7
Lillooet-----	1	Surrey-----	1
Louis Creek-----	1	Terrace-----	1
Lytton-----	2	Trail-----	10
Maillardville-----	12	Vancouver-----	185
Maple Ridge-----	2	Vancouver North--	17
Matsqui-----	2	Vancouver South--	17
Michel-----	3	Vancouver West---	1
Mission-----	1	Vernon-----	10
Montenay-----	1	Victoria-----	87
Moricetown-----	1	Total-----	674

1. Official Biscoq Records.

necessary because Vancouver still produces almost fifty per cent of the provincial total.

In Vancouver City there appear to be definite delinquency areas. The "prolific" East End zone corresponds with C. R. Shaw's "loop" in Chicago. The Strathcona school district produces the greatest number of offenders appearing before the Court followed by the Mount Pleasant, Fairview, and West End school areas.

Once a boy is apprehended and brought before a Juvenile Judge or Police Magistrate he can expect either release on probation, a fine or some form of restitution, sentence to the Industrial School, sentence suspended, corporal punishment, or some other disposition. Table VI. shows the disposition of convicted cases of sixteen Juvenile Courts in British Columbia from 1930 to 1935. In this table one should note the gradual decrease in the number of cases appearing before Juvenile Courts. In 1935 the percentage sent to the Industrial School jumped considerably showing the confidence the judges had in the new system. Previously boys were sent to the Boys' Industrial School at Coquitlam (Biscoq) only as a last resort when other methods had failed.

In the introduction mention has been made of the changes in public attitude towards young criminals. Every year, as a result of scientific research, and supported by an enlightened public new methods of treatment are being tried out all over the world. In many of the modern industrial schools the

TABLE VI.DISPOSITION OF CONVICTED CASES BY SIXTEEN JUVENILECOURTS IN B. C., YEAR ENDED SEPTEMBER 30

	<u>1930</u>		<u>1931</u>		<u>1932</u>		<u>1933</u>		<u>1934</u>		<u>1935</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Released on probation	161	13.6	205	18.4	164	17.4	200	23.6	179	19.6	289	38.3
Fined or made res-titution	222	18.8	125	11.2	98	10.4	68	8.0	90	9.8	93	12.3
Detained indefinitely	---	----	---	----	---	----	---	----	---	----	1	.1
Sent to Industrial School	68	5.8	57	5.1	40	4.3	33	3.9	28	3.1	86	11.4
Sentence suspended	435	36.8	431	38.7	388	41.2	353	41.7	441	48.2	168	22.3
Corporal punishment	---	----	2	.2	4	.4	11	1.3	5	.5	---	----
Other dis-position	296	25.0	295	25.5	247	26.2	182	21.5	172	18.8	117	15.5
	1182		1115		941		847		915		754	

reformatory theory of punishment predominates. Although the British Columbia reform school for boys is by no means a model of perfection, every attempt is being made to make it as efficient as possible in the rehabilitation of the juvenile

1. Report of the Advisory Committee on Juvenile Delinquency 1936.

delinquent to society. In 1936 an Advisory Committee on Juvenile Delinquency consisting of Mr. F. C. Boyes, Dr. H. M. Cassidy, Dr. A. L. Crease, Dr. G. F. Davidson, Mr. J. D. Hobden, Miss L. Holland, Mr. H. N. MacCorkindale, Judge H. G. MacGill, Mr. H. A. MacKean, Mrs. Paul Smith, Dr. C. W. Topping, Mr. P. Walker, and Judge H. S. Wood were requested by the Honourable G. M. Weir to prepare a report and submit it to him on the juvenile delinquency problem in British Columbia. This report, including fifteen recommendations, was drawn up and sent to the Provincial Secretary on October 3, 1936. The main object of these recommendations, a summary of which appears in Appendix A, was to propose changes in the existing juvenile court and industrial school services that would integrate and co-ordinate them in a sound system of organization. It was hoped that with properly organized machinery the way would be clear for the progressive development of more effective methods to deal with delinquency problems. The recommendations may be classified under three headings: juvenile courts, institutional care, and miscellaneous. During the last five years (1936--1941), recommendations 1, 3, 7, 10, 12, and 15 have been carried out in full; 2, 4, 8, 11, 13, and 14 are in the process of being adopted; and 5, 6, and 9 have received little attention by the authorities.

CHAPTER II.

CAUSES AND PREVENTION OF JUVENILE DELINQUENCY

CHAPTER II.

CAUSES AND PREVENTION OF JUVENILE DELINQUENCY

CAUSES OF DELINQUENCY

Delinquency among juveniles is obviously an indication that the child is maladjusted to society. The relative influence of the several causes is difficult to determine. A number of excellent studies of delinquent children has been made; among the best are those by Healy and Bronner in the United States and Cyril Burt in England. The former have conducted several surveys compiling data on several thousand subjects. Burt based his conclusions on two hundred delinquents only, but his results are valuable because he took the precaution to make use of controls.

Burt attempted through the application of statistical procedures to list the causes of delinquency in order of importance. The list as he presents it has been attacked with some justification. When one attempts to evaluate the contribution made by the presence or absence of such intangible variables as lie at the roots of juvenile delinquency, one is faced with a considerable task. To say, for example, that defective discipline is a more potent cause of delinquency than defective family relationships is to assume a degree of refinement in measurement that does not exist.

¹
Burt lists the following fifteen factors contributing to

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1. Burt, Cyril. The Young Delinquent. New York, D. Appleton and Company, 1925. p. 585.

juvenile delinquency in order of their importance..

1. Defective discipline.
2. Specific instincts.
3. General emotional instability.
4. Morbid emotional conditions, mild rather grave, generating or generated by so-called complexes.
5. A family history of vice or crime.
6. Intellectual disabilities, such as backwardness or dullness.
7. Detrimental interests, such as a passion for adventure, for the cinema, or for some particular person, together with a lack of any uplifting pursuits.
8. Developmental conditions, such as adolescence or precocity in growth.
9. A family history of intellectual weakness.
10. Defective family relationships--the absence of a father, the presence of a stepmother.
11. Influences operating outside the home--as bad street companions and lack or excess of facilities for amusement.
12. A family history of temperamental disorder--of insanity or the like.
13. A family history of physical weakness.
14. Poverty and its concomitants.
15. Physical infirmity or weakness in the child himself.

It is interesting to note that defective discipline is at the head of the list and poverty second from the end. General emotional instability appears well toward the top. In other words, according to Burt, emotional instability and juvenile delinquency show a marked tendency to go together. In his group he found eight per cent who were mentally defective and thirty-four per cent who were emotionally unstable. He logically concluded from this that "among the innate psychological characteristics of the delinquent a marked emotionality is one of the most frequent as it is one of the most influential".¹

1. Burt, loc. cit.

Healy and Bronner reported that 6.2 per cent of the four thousand cases which they studied were troubled by mental conflicts, most of which were centered in sex. They compiled a list of factors contributing to juvenile delinquency. These are, in order of importance:

1. Bad companions.
2. Poor recreations.
3. Adolescent instability and impulses.
4. Street life.
5. School dissatisfaction.
6. Sudden impulses (shop lifting).
7. Mental conflicts.
8. Early sex experience (more common in girls than boys).
9. Formation of habit of delinquency.
10. Excessive ideation or imagery (necessity to help sick mother).
11. Physical conditions.
12. Extreme social suggestibility.
13. Vocational dissatisfaction.
14. Premature puberty.
15. Love of adventure.
16. Motion pictures.

In addition to these causal factors Healy and Bronner drew certain conclusions as a result of their study. They maintain that:

1. It is hazardous to draw conclusions regarding the fact that delinquency is hereditary. It is not inherited.
2. The size of the family has no marked causative significance.
3. Some races show undue proportions while others show less than average. There is, however, no scientific evidence to uphold the Nordic Hypothesis. The environment causes the difference.
4. There are as many delinquents in the upper social bracket as the lower but they are not caught.

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1. Healy, W. and Bronner, A. Delinquents and Criminals. Their Making and Unmaking. New York, The Macmillan Co., 1928. Tables 57 and 58. pp. 281--282.

5. Broken homes are more than often the background for delinquency. Lack of parental supervision, control and companionship is an important causal factor.
6. No physical findings except over-development of girls appear at all correlated with delinquency.

The debate concerning mental deficiency as a contributing factor to delinquency has been warm ever since intelligence tests came into use. Curti¹ opposes the theory of innate mental defectiveness as a major cause of delinquency. Her main arguments are inaccuracy of mental tests, a standard of comparison that is too high, and careless testing² at the time the earlier studies were undertaken. Burt found the average intelligence quotient (I. Q.) for his delinquent group to be eighty-nine. Eighty-two per cent were below average intelligence and eighteen per cent above. Eight per cent had I. Q.'s below seventy as compared with approximately three per cent of the total population. On the other hand, only 2.5 per cent rated above 115 I. Q. whereas the normal expectation would be eleven per cent. In the survey conducted by the writer at the Boys' Industrial School (see table XVI.) the average I. Q. was 86.55, eighty-four per cent were below average, and sixteen per cent were above average. Approximately thirteen per cent were definitely feeble-minded and 1.7 per cent had I. Q.'s above 115. Burt concluded that, "mental

1. Curti, Margaret. Child Psychology. New York, Longmans, Green, 1930. pp. 383--394.

2. Burt, Cyril. op. cit., pp. 283--284.

defectiveness, beyond all controversy, is a notable factor¹ in the production of crime".

Healy and Bronner report that 13.5 per cent of their delinquents were mentally deficient but qualified their figures by saying that this proportion is not much greater than any investigator could expect from groups of unselected school children. Nevertheless it is difficult to find any survey which reports more than five per cent of unselected children with I. Q.'s below seventy, usually the percentage is smaller.²

While Healy and Bronner as well as Burt minimize the effect of poverty as a causal factor in delinquency, another approach to the problem has been made in Chicago by Shaw which³ would seem to indicate that poverty plays an important part as a causative factor in crime. The trends toward anti-social behavior were found to be rather definitely concentrated in certain areas over a long period of years, though the actual population, and even the nationality, had changed in many instances. In sections with a large proportion of dependent families, as high as thirty-seven per cent of the male population between the ages of ten and sixteen were found to be delinquent, while in the neighborhoods of families who owned

1. Burt, Cyril, op. cit., pp. 283--284.

2. Healy, W. and Bronner, A., op. cit., p. 151.

3. Shaw, C. R. Delinquency Areas. Chicago, The University of Chicago Press, 1929.

their own homes and who were comfortable financially, as low as one percent of the adolescents appeared before the Court. The Shaw study emphasizes the effect of poverty as a contributing cause, although in most other respects it agrees with both the Healy and Bronner and Burt investigations.

DELINQUENCY AS A PRODUCT OF ENVIRONMENT

In agreement with the statement of Shaw and McKay, "Our detailed studies indicate that criminal patterns of behavior develop as a product of a long process of interaction between the individual and the successive social situations in which he lives"¹, the writer feels that delinquency is largely a matter of environmental circumstances and, that with proper incentives and surroundings, most juvenile crime could be eliminated. To substantiate this conclusion, the life history of one of the Industrial School boys is reviewed in an attempt to show how certain external factors have been responsible for leading the lad through a life of crime while changed conditions transformed him into a respectable member of society.

Jack, the boy in question, is one of several hundred similar cases. He was born of Scotch-Indian heritage in a northern British Columbian town. He entered the world with potentialities for a good average intelligence and a fine

1. National Commission on Law Observance and Enforcement. Report on the Causes of Crime. Washington, Government Printing Office, 1931. p. 393.

healthy body.

It is a well established fact among child psychologists that the major characteristics of personality are determined at a very early age. Perhaps no individual plays a more important role in determining the social and moral attitudes of a child than its mother. In this respect Jack came into society at a serious disadvantage for his mother belonged to one of the lowest strata of society. According to her case history she had been arrested on a procuring charge in which her own daughter was involved. Unable to get on the regular "line" she moved her whole family to one of the border houses in the prostitution district in order that her children might increase the family income. Using Jack's mother's anti-social practices as a basis for our judgment, we can conclude that the ethical training which he received from his mother during his pre-school age was far from an ideal standard.

Jack's father was a frequent occupant of the local city jail, his uncle was a confessed murderer, and a second cousin was serving a long term in the penitentiary.

The degrading influence of his father's debauchery and of his mother's and sisters' relations with the men from the waterfront on Jack's character development was trifling compared with the permanent philosophy of life which he received from the lower element which frequented his mother's establishment. From these people his immature mind began to feel,

rather than understand that society had but two classes of people--those who were foolish enough to work and those who enjoyed the fruits of another's labour. The first class were respectable, honest, hardworking, moderate-living, dull, church-going, and fundamentally stupid while the members of the second group fascinated and appealed to him with their gay life, promiscuous love, excessive drinking, and continual carousing.

At a very early age Jack experienced the desire to become a fleecer of those who were stupid enough to work and lost very little time in putting his wishes into practice. When seven years old he committed his first theft--a theft of fifty cents from a cash register when the clerk's back was turned. He was successful in his first attempt at larceny and his ambition to become a full-fledged member of the "underworld" grew stronger than ever. Thus at the early age of seven, Jack had laid the foundation for his criminal career.

Many non-understanding persons would say that Jack accepted the philosophy of a criminal because he was naturally bad. Undoubtedly in this case environment was responsible for such an outlook towards society. Primary grade children live in a world of fantasy and dereistic thought. But, no matter how grotesque, their imaginations can be traced to some incident in their past experience. Generally the normal boyish day-dream consists of a flight from reality into a land of make-believe where familiar animals and inanimate objects appear

in situations similar to those depicted by Walt Disney in his current cinema cartoons. As a rule the childish fantasies are based on stories told by affectionate parents. Unfortunately, Jack never received the benefits of true parental love. His mother and father did not have time to waste on him. Consequently, he accepted the philosophy of his parents' gay friends because his attention-starved, eager young mind was fascinated by it and because he knew no other. Having accepted this outlook on life, Jack, neglected and unloved, spent numerous hours by himself carried away to a fantastic land where he was the "toughest" of the "tough". When we consider that humans are inclined to act as they think and that they are often only prevented from doing so because of a long conditioning process, we can readily see the logical development of Jack's behavior adjustment. As soon as he, a boy with practically no moral training, began to experience criminal thoughts, the transition to actual criminal participation was inevitable.

Almost everybody experiences some degree of inner "thrill" when he receives praise from one of his fellow men. Children generally respond much more readily to praise and encouragement than they do to reprimination or punishment. Desire for attention then is a common characteristic of the child. Young Jack possessed these normal qualities but they seldom were satisfied in a suitable manner. As a rule the only time he was the centre of attraction at home was when he

was being reprimanded by his mother or father. Such a means of fulfilling his desires was not acceptable to Jack so he turned to new fields where he would have a better chance of being "in the public eye". He joined a gang of street urchins who came from homes similar to his own.

As has been stated previously the criminal philosophy of life was deeply imbedded in Jack's mind, so, logically enough, he chose companions who held the same outlook towards society. His gang consisted of five boys of approximately his own age and these young delinquents led the police and store-keepers of a northern British Columbia town a merry chase with their petty thieving and shop-lifting. Although they appeared in court on several occasions they were successful in producing satisfactory alibis.

The treasure-seeking escapades of the young criminals led them to the theft of a gold watch and chain and although they carefully covered their tracks in the burglary they were not so thoughtful while attempting to dispose of their loot. The five boys were finally apprehended and brought to trial. The verdict was an indefinite sentence to the Boys' Industrial School for Jack and two of his pals while the two youngest members were permitted to remain at home on probation.

When Jack arrived at Biscoq he was not bitter towards the judge and the rest of society but he tenaciously clung to the philosophy which he had acquired from his mother's "sporting" friends. The following example well illustrates

the wrong attitude which had been developed in the boy.

One Sunday afternoon when the Protestant boys were at church (he was a Roman Catholic) he was caught pilfering small articles from one of the other boy's trousers in the dormitory. He appeared quite unconcerned when approached and when asked how he would feel if somebody stole some of his things he unhesitatingly replied, "I wouldn't care if he was smart enough to get away with it."

Was Jack really a criminal when he arrived at Biscoq? Society definitely said yes. However, in a sense, he was a true custom-abiding person. From an early age he adapted himself whole-heartedly to the community in which he lived. He accepted its values and obeyed its imperatives. He obviously had acted according to the dictates of the district in which he lived but unfortunately for him he was raised in a crime infested area. The influence of his early environment on his character development made his criminal career inevitable.

In the first part of this history we have seen how external factors were responsible for leading a youth into delinquency. Now it is proposed to picture the transformation which took place in the same boy's character when he was subjected to a more suitable environment.

As soon as Jack arrived at the Industrial School he was taken to the office and given an interview with the superintendent who had the ability to gain the confidence of the boy

at the first meeting. The impressions made on the boy's mind during this private interview with the principal were permanent and played a very important part in the re-adjustment of his character. Jack came away from the first meeting feeling he had met a wonderful friend in whom he could trust and confide.

While some of the boys in the Industrial School retain their delinquent tendencies, many change rapidly into law-respecting citizens. In some the transformation is rapid, in others very slow. Jack did not change immediately but as he was given more and more responsible positions he gradually measured up to expectations and eventually became one of the most popular boys in the school.

Although Jack slipped from grace several times and on two occasions submitted to the travel urge, he was soon caught and brought back. When six months of his sentence had expired, it was thought the time was ready for a trial in a foster home. Consequently, Jack was sent to West Vancouver. Although the foster parents are carefully checked, a few of them who lead the inspectors to believe they are considering the welfare of their prospective charges, actually are only looking for a means of support and a supply of cheap labour. Unfortunately Jack was sent to one of these homes. In a very short time he was up to his old tricks and was returned to Biscoq.

The next choice of a foster home was a happy one. Jack

is now living on a farm in the Fraser Valley and has made remarkable progress. The change may not be permanent but at the present time Jack appears extremely happy and contented and seems to be well on his way towards becoming an honest, respectable citizen.

On the basis of many similar cases the writer tends to agree with Shaw that the majority of young delinquents have been victims of environmental circumstances and, with a real opportunity for success, might well have adjusted their behavior in a socially-approved manner. Close survey of the literature on delinquency, however, indicates clearly that the anti-social acts of children result, not from one cause, but many. Study of this problem has been handicapped greatly by persistent attempts at over-simplification.

THE PREVENTION OF DELINQUENCY

The school boy of today is the business man of tomorrow and likewise the juvenile delinquent of today tends to be the future adult criminal. Therefore, the most logical step in the prevention of adult crime is to prevent juvenile delinquency.

In the opinion of the writer before a prevention campaign can enjoy any appreciable and permanent measure of success, extensive research and experimentation must be carried out with respect to the following factors:

1. Environment.
2. Family income.
3. Medical examination.
4. Recreational facilities.
5. Crime prevention programmes in schools.
6. Public attitude towards law-enforcement officers.
7. Public attitude towards juvenile delinquency.
8. Juvenile courts.

As has been illustrated in a previous case history, a delinquent career may be a product of a natural process of development in an unfavourable environment. Therefore, the question arises, how may the environment be improved? The first step lies in improving the social environment by making available parental education with emphasis upon the values and responsibilities of parenthood. It is only through the development of the right attitudes and the proper social

habits in parents that such attitudes and habits may be formed in the children. A course in preparation for parenthood should be included in every senior high school curriculum. The students of the upper grades, who are really young men and women, should be made aware of and prepared for many of the problems which they must subsequently face in married life. When they graduate they should be familiar with elementary child psychology and should know the drives and physiological changes which motivate human behavior. As they are potential parents they should be made to realize the influence of a proper environment upon the child.

As an aid to those men and women who are beyond high school age, the government should foster and encourage free adult education. Fortunately a movement in this direction has taken root and it is hoped that development and progress in this field will be rapid and lasting. The present policy of sending well known men who are specialists in their chosen vocation on lecture tours throughout the province is excellent. Increasing numbers of government social workers are doing excellent work in British Columbia in improving family relationships and home adjustments. In the year 1939-41 out of seventy-three cases, ten or 13.7 per cent of the Biscoe boys had both parents living but separated. Proper adult education might reduce this percentage and consequently reduce juvenile delinquency.

Family life is never complete unless there is a sufficient income to provide physical necessities and a few luxuries.

Table VII. shows that most of the fathers of delinquents are either unemployed or hold low salaried jobs. If the living and working standards could be raised it is very probable that the amount of delinquency would decrease. It is interesting to note that of the 513 cases none is from professional homes. Individuals having desires which cannot be satisfied in a socially approved manner will resort to some other means of satisfaction. Thus the desire for food or conformity may lead to delinquency in the absence of sufficient economic resources to alleviate the desire in a way acceptable to society.

TABLE VII.

OCCUPATIONS OF FATHERS OF DELINQUENTS ¹

Agriculture-----	22---	4.3%
Construction-----	42---	8.2
Deceased-----	38---	7.4
Domestic Service-----	12---	2.3
Fishing and Trapping---	21---	4.1
Labourers-----	90---	17.5
Lumbering-----	5---	.9
Manufacturing-----	32---	6.2
Mining-----	16---	3.1
Professional-----	0---	0.0
Public Service-----	5---	.9
Retired-----	10---	1.9
Trade-----	39---	7.6
Transportation-----	41---	8.2
Unemployed-----	62---	12.2
Not given-----	<u>78---</u>	<u>15.2</u>
Total-----	513	100.0%

1. Annual Report of Juvenile Delinquents for Canada 1936 and the Sixty-third Annual Report of Statistics of Criminal and other offences.

Every government seems to be confronted with the problem of supplying the opportunities for men to earn a sufficient income with which they can feed, clothe, and provide shelter for their families. Many attempts have been made to solve this problem. In England the "dole system", a form of unemployment insurance, has enjoyed some success while in Canada the practice of administering direct relief has been tried and found unsatisfactory. It appears to the writer that the most progressive plan has been adopted by the Government of the United States with Work Projects Administration (W. P. A.) projects and Civilian Conservation Corp (C. C. C.) camps.

Everyone should have a complete periodic medical examination by a competent and careful physician. This physical examination should be compulsory, and given at government expense when necessary. Physical defects should be cured whenever possible. Gripples frequently develop a feeling of inferiority and a sense of social inadequacy because of their physical condition. Deformed boys have been known to turn to crime as a compensation and as a means of soliciting the social approval of a group. At present the only physical examination many a child receives is that conducted by an overworked school doctor. In the majority of cases the examinations are entirely inadequate. Legislation for compulsory health insurance for all working men and their families would help in the solution of this problem.

Most delinquency is committed in leisure time. Consequently if sufficient good recreational facilities are provided for young people to use in their spare time their minds will tend to turn away from crime. Many service clubs, societies, and agencies, voluntary as well as public, with clubs and playgrounds are doing excellent work in this direction. The city or community, however, should employ trained men at a good salary to organize the activities of both boys and girls during their leisure hours.

A large proportion of delinquency can be prevented by the elementary, junior high, and senior high schools. "Teachers should be urged to watch, and when necessary to notify, all who show antisocial inclinations; the reports should be made in the infants' department or at the latest soon after the child's promotion to the senior school. In the school itself, the training of character as well as the instruction of the intellect should form an integral part of education."¹ There should be more vocational guidance and practical education in the school curriculum and an efficient employment service should be instituted which will provide positions for all graduates.

Adolescents, especially those who live in districts similar to Shaw's loop areas should be made familiar with the undesirable aspects of crime and criminals. The

1. Burt, Cyril. op. cit., p. 585.

procedure followed in Buffalo, New York State, is very interesting and bears mentioning. The authorities there recently have established an educational crime prevention plan and present the programme in two ways. First the children are assembled and a letter from the judge of the children's court is read. The court's message serves to put the child audience in an attentive and friendly frame of mind. This letter also makes clear that the programme is sponsored by the court and that the court is a preventive as well as a rehabilitative agency. Two reels of film are then screened. A week or two later the second part of the programme is presented. On this occasion the speaker returns to that school and interprets the situations depicted in the films in easily understandable language and in terms of the particular school district and general community. The film and address of the speaker are discussed in class and the children are encouraged to discuss and comment on what they had seen and heard. One grade seven class drew up the following nine items under "Good Advice Learned at the Crime Prevention Programme".

1. Never steal anything when you are small, so that you will grow up to be an honest American citizen who obeys the law.
2. We should always obey our parents, teachers, policemen, and older people.
3. Girls can often help keep their brothers out of trouble.
4. Do not go with bad companions.
5. Crime does not pay.
6. Do not laugh at children who steal things from fruitstands, stores, or box cars.
7. Don't steal small things when you are young so that you won't want to steal big things when you are older.

8. Be friendly with our classmates so that we will learn to get along with people.
9. Learn to obey orders promptly. ¹

For a long time there appears to have been something radically wrong in the Canadian attitude towards the police. People have emphasized the punitive and repressive features of the force rather than the constructive and preventive side. Such a point of view inevitably denies the police adequate support, security in tenure, and freedom from political pressure, and it renders them defensive and withdrawn. Where the police were once passive, they are now waging a more active campaign in the crime prevention field and they are watching the barometer of public opinion.

That the police are strengthening their public contacts through the medium of work with children is a phenomenon interesting and familiar to everyone in the correctional field, for juvenile probation has hewn many of the pathways for adult probation. These preventive services for children will undoubtedly bring about better police relations and a better understanding of the function of a police force by the public. In New Westminster, as in many other British Columbia cities, the children have a far different regard for policeman than children had of twenty years ago. It is a common sight to see friendly policemen in the city schools

1. Dealing with Delinquency. Yearbook. National Probation Association, 1940. The N. P. A. 1790 Broadway, New York. pp. 20--21.

conducting boy traffic patrols, or giving talks on safety, or sponsoring finger-printing clubs.

When willing, the public can play a very important role in the rehabilitation of wayward youths from first offenders to those with a long series of convictions. People could be most helpful in aiding those lads who have served a sentence in the Boys' Industrial School. A friend at the proper time might be a deciding factor. At least whole-hearted support can be given to community activities for boys and girls such as the clubs and organizations like those sponsored by the Rotarians, Kiwanis, Kinsmen, Gyros, and other kindred associations.

It should be pointed out that current social reactions toward adolescent delinquent behavior seem unusually unfortunate. Many boys have committed further crimes and have been re-sentenced to Biscoq because they have been despised and treated with cold indifference and distrust by people with whom they have come in contact after their first release.

As has been stated previously the most logical approach to the prevention of juvenile delinquency is to eliminate as many as possible of the factors which contribute to it. Prevention is by far the best cure. But what if prevention fails? What about the unfortunate boys who cannot restrain their delinquent tendencies and are apprehended?

When such agencies as the family, the school, the church, community clubs and other welfare organizations have enjoyed

little success in moulding a youth into a law-abiding citizen and for some misdemeanour he is apprehended and brought to trial, hope for successful rehabilitation should not waver. There is one final body that can play a most influential part in helping the indicted youth adjust his behavior in a socially-approved manner. This is the Juvenile Court.

In North America there are many types of juvenile courts. Some are juvenile courts in name only while others have only one aim--the welfare of the youths appearing before them--and are adopting all measures which might help them attain their goal. These latter juvenile courts are still in a state of transition, equipped with a psychiatric clinic and its staff of probation officers. They are feeling their way; they are not controlled by the punitive aims, inflexible procedure, and tradition of finality of criminal law. The only aim is the protection of the boy or girl and the progressive courts follow a procedure that is not exhausted until that end has been achieved.

It is from the juvenile courts primarily rather than from the industrial schools, reformatories, houses of refuge and other similar institutions that a solution of the problem of the juvenile offender is to be expected. However, as in so many similar public services, the important positions too often are held by untrained and incompetent men. The success of the new trends in the treatment of delinquency depends on

the influence of the officials who have intimate contact with the young delinquents. These men must impress upon the offenders the importance of measuring up to standards as men, and they must strive to establish relations of mutual confidence. The maximum efficiency and accomplishment of the new programme never can be realized until every person who is to play some part in the rehabilitation plan of a youth is chosen for his genuine interest and ability.

Although the Advisory Committee on Juvenile Delinquency which met in 1936 advocated juvenile court facilities for all areas in British Columbia, as we have seen this has not as yet been carried out. Too frequently magistrates are inclined to try child offenders as adult criminals. Just as in the case of the juvenile court judge, efficient magistrates can play a very important role in the re-adjustment of a youth's behavior. It is their duty not only to judge the offence but also the offender and thus they should consider the case from every possible angle. A great many do not. The following example well illustrates this point. On one occasion the writer talked with a magistrate about what seemed to be an unjust commitment to the Boys' Industrial School. Although he had sentenced the boy only a few weeks previously, he did not immediately recall the case. No man who had investigated the charge thoroughly could have forgotten so quickly.

Before sentencing a boy to the industrial school, magistrates should carefully consider such fundamental underlying

factors as have been embodied in the following suggestions which were drawn up by Mr. F. C. Boyes, former superintendent at Biscoq, and include some proposals of the writer.

¹
SUGGESTIONS TO MAGISTRATES

1. When a boy or girl first appears in court a thorough examination of the home should be made. Report can be secured from public health nurse or from the Welfare Field Service Visitor, and the progress report from the school. Authorities of the local church should be questioned.
2. If the home needs assistance only, volunteer help in the community under the guidance of these officials might restore it to its proper balance and save further trouble.
3. If the home appears absolutely hopeless from the point of view of child-training--the child or children should be removed at once to a more favourable environment.
4. If there is some doubt as to the mentality of the child--the local school inspector would arrange to give an intelligence test. This is a part of the picture only, but will often give the key to the reason for failure to progress in school or in the community.
5. Where behavior is strikingly out of tune with the community an effort should be made to have the boy examined by the Child Guidance Clinic. This might be done by direct contact with the Clinic in the Lower Mainland or Vancouver Island areas. In the case of more isolated areas the child could be committed to the care of the Superintendent of Neglected Children, who would then arrange for the examination. If this were done in every case, many children might be spared untold grief and the communities would benefit immensely from the advice which would be given.
6. In the case of children between the ages of twelve and fourteen, commitment to the Superintendent of Neglected Children under the Juvenile Delinquents Act is an excellent practice for unorganized territories. Such a commitment permits this official to place the child

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1. Report prepared by Mr. F. C. Boyes when Superintendent of Biscoq.

under observation for a period, to have various tests made and then to place the child advantageously in the light of the findings which have been made. In organized territories where contact with the Clinic is impossible, such a procedure could be followed to advantage.

7. Boys and girls between fourteen and sixteen could be sent to the Industrial Schools when other methods have failed.
8. For those over sixteen care should be exercised. If the patient is a minor offender in the sense of the number and nature of offences committed, the schools can do much for him or her. If, however, the patient is a serious offender with a long list of fairly serious offences to his or her credit, a senior institution should be considered. The welfare of the younger members of the group may be seriously upset by one or two such cases. Transfer from the schools to senior institutions is frowned on but direct commitment for cause shown is another matter. Some boys and girls in the age group are more difficult problems in an institution than adults and this should not be lost sight of. Admittedly the numbers are small but their influence is great.
9. If possible hearings of the Juvenile Court should be confined to the judge, the patient, his or her parents and the one official bringing the charge. A personal, private chat between judge and boy before the hearing would be most beneficial and should become a part of routine practice.
10. If possible--during this chat--the judge should give the patient an idea as to how long he should remain in the school. When this is done much unrest is avoided and it might well become accepted practice.
11. Whenever possible, magistrates engaged in this work should visit the schools and see for themselves what is being attempted. (Several have done this and their outlook has been changed as a result.)
12. The magistrates should be asked to keep juvenile activities completely away from the press. All publicity is harmful. One group loves it and boy after boy has come to us with clippings of the various activities noted in the press. Another group withers under it--feeling that the old environment will never do again. A few are totally unaffected by it--probably because

they have not the mental ability to comprehend the reports.

In the Dominion Act specific reference is made to this in Section 12, Paragraph 3--yet this most important point is often overlooked. A decided stand on this point would be of real value to the whole community.

13. The magistrate should do all in his power to encourage private groups to undertake probation work. After all, prevention is the field that needs the greatest amount of work at the moment.
14. In larger centres a special juvenile squad should be developed. Certain men are able to handle young folk effectively, others do more harm than good. If magistrates made this suggestion it should help bring about a very useful branch of police activity.

When the combined efforts of the home, social agencies, and the juvenile court have proven futile and an adolescent offender continues with his delinquent tendencies and makes no real effort to become a law-abiding citizen there is only one alternative--a sentence to a corrective educational centre. Such a sentence, however, should be a last resort and should be passed only after all other attempts at reformation have failed. Those who have had experience in probation work realize that, since some boys respond to no treatment whatever and will make no honest attempt to readjust their behavior, an industrial school seems to be a necessity.

CHAPTER III.

INSTITUTIONS FOR THE REHABILITATION
OF JUVENILE DELINQUENTS IN BRITISH COLUMBIA

CHAPTER III.

INSTITUTIONS FOR THE REHABILITATION

OF JUVENILE DELINQUENTS IN BRITISH COLUMBIA

A--THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM

Originally an institution for juvenile delinquents was maintained by the Provincial Government in Point Grey where the School for the Blind is now situated. In 1920, however, the Boys' Industrial School, as it was called, was moved to a site adjoining the Provincial Mental Hospital at Esson-dale near Port Coquitlam. Three cottages, an administration building, and a special dining-hall had been erected as a unit of an institution for feebleminded boys but these were taken over and became known as Biscoq. The substantial and commodious buildings proved very satisfactory. Numerous other additions such as a combined gymnasium-auditorium, poultry houses, carpenter, shoe, and tailor shops were later constructed until the institution was adequately equipped to accommodate from 150 to 200 boys. Mr. David Brankin was the first superintendent.

In 1934 the Commission of Inquiry investigated the conditions of the school. Following their recommendations a new system was inaugurated under the very capable leadership of Mr. F. C. Boyes as Principal and Mrs. G. Moody as follow-up officer. As soon as Mr. Boyes took charge there was a steady decline in the resident population due to his new parole policy by which all deserving boys were allowed to

return home on probation. As all the buildings were not being used and as Essondale was rapidly becoming overcrowded, Biscoq was moved to a new central building near the gymnasium, the original cottages being taken over as the Home for the Aged for the senile dementia patients from the Provincial Mental Hospital.

The Advisory Committee on Juvenile Delinquency made an exhaustive study of the present location in the fall of 1936. In their report they suggested that a site sandwiched in between two units of a mental hospital was very detrimental to a rehabilitation programme and started a movement for transfer of the Boys' Industrial School to a more desirable location. Such a move would be very costly and although many meetings and discussions have been held and numerous tentative plans submitted no definite action has yet been taken. (Spring 1941).

When Mr. Boyes retired in the fall of 1939, he was succeeded by Mr. George Ross, former Boys' Work Secretary of the Vancouver Y. M. C. A.

ADMINISTRATION OF MR. DAVID BRANKIN

Objections might well be raised with respect to Mr. Brankin's policy for the treatment of Biscoq boys but unquestionably he was motivated by high ideals and believed that he was acting in their best interests. His "Biscoq Code" and the excerpt, taken from one of his reports, which follow indicate an underlying philosophy and ethical ideals with which few humanitarians would be in opposition.

MR. BRANKIN'S "BISCOQ CODE"

1. That instant obedience to the voice of authority is necessary at all times.
2. That loyalty, respect, and fidelity towards the flag of our country is the duty of all who claim its protection.
3. That homage, reverence, and veneration of His name is the least tribute man can pay his Creator.
4. That a healthy body is the best assurance for old age a boy can have.
5. That all work is honourable and no one has the right to sponge upon others for a living.
6. That other people's property is sacred and must not interfered with, except by the owner's consent.
7. That honesty in every form is a principle and not a policy.
8. That there is nothing clever or honourable in breaking the laws of our country.
9. That Canada has a code of morality and a standard of living befitting her citizens, and all who live within her borders should strive to live up to her ideals and not by any act of theirs lower her standards.
10. That the really worth-while citizen is the man who plays a clean game, whether on the side that is winning or the one that is losing.

11. That all improvement of a permanent nature takes place within and works outward.
12. That we are either good for something or good for nothing.

An excerpt from one of Mr. Brankin's reports:

In my many years' experience in handling the delinquent and misunderstood boy, I have found, apart from those who suffer a serious mental disability, that most of them are intensely human and require thoughtful and considerate care. In other words:

He is just a boy and a boy must romp,
 A boy must run 'till his pulses jump,
 Just swing his arms and kick his heels
 To give full vent to the joy he feels.
 Must rush in the house and bolt his meals
 And long for the things which run on wheels.
 And whenever you find him sitting still,
 It is not that he's tired--it's because he's ill.

It is difficult to understand how a man with such a philosophy could be anything but a success in boys' work. In practice, however, his methods were in direct contrast with his theory. His chief limitation lay in his psychological approach. He believed in the reformation theory of punishment but tried to drive the criminal tendencies out by extreme force. He advocated the "spare the rod and spoil the child" plan and resorted to the paddle excessively. One case is reported in which it is alleged that a boy was strapped more than eighty times across the bare buttocks in front of all the remaining lads. Three or four blows in one spot were sufficient to draw blood. One can easily picture the bitterness of the thrashed boy and the utter disgust and in most cases fear of the other boys. The case record files are full of "four strokes across the buttocks" or "severely strapped" for even

minor infringements of the rules. And yet, Mr. Brankin really thought he was moulding the boys into useful citizens. Numerous other similar examples could be related.

ADMINISTRATION OF MR. F. C. BOYES

When Mr. F. C. Boyes assumed control he introduced an entirely new general policy regarding the treatment of the young delinquents at Biscoq. He realized that he must decide whether the school was to be a penal institution as stated in the Provincial Statute, an idea held by many of the less well informed and unsympathetic people of British Columbia, or a corrective educational centre. With a distinctive army record and over twenty years of very successful teaching experience in the schools of Vancouver behind him, he unhesitatingly chose the latter. He brought many of the most modern educational and psychological theories to the industrial school with him.

Like his predecessor his chief aim was to mould the wayward boys into useful citizens but his method was a direct contrast. He tried to influence the boys so they would, of their own volition, want to become useful members of society. Thus he tried to bring about a change within the boys themselves. The policy was based on understanding, sympathy, encouragement, praise, and the treatment of every boy as a separate individual case.

The Disciplinary Methods Adopted by Mr. Boyes.

Mr. Boyes, looked upon discipline primarily as a means of building enlightened self-control in the boys themselves, and only secondarily as a force to secure external control of his charges. He realized, however, that

the latter was necessary but that it was educative only as it promoted the development of self-control. The following poem, on the other hand, is typical of the old conception of school government. In practice, Mr. Brankin appears to have adhered to a similar doctrine.

Students like horses on the road,
Must be well-lashed before they take the load;
They may be willing for a time to run,
But you must whip them ere the work be done;
To tell a boy that if he will improve,
His friends will praise him, and his parents love,
Is doing nothing--he has not a doubt
But they will love him, nay applaud without;
Let no fond sire a boy's ambition trust,
To make him study, let him learn he must.¹

Boys as well as adults respond to different types of control. Some persons have learned to ignore almost all persuasion except that of forces. He who responds only to force and he who controls only through force or fear of force both operate on the lowest level. To control a boy through force is to admit failure to make any other method effective. Such occasions should be rare indeed. Mr. Boyes used corporal punishment as a last resort and only after all other disciplinary measures had proven futile.

Mr. Boyes attempted to make his disciplinary methods educative by obtaining control through social approval. He was aware that the boy who worked to deserve the approval of

1. Quoted by Cubberley, E. P., *The History of Education*. New York, Houghton Mifflin Company, 1920. p. 456.

his peers was building a habit and an attitude that would endure long after the direct influence of most of his advisers was forgotten. Mr. Boyes knew that it was more wholesome, in the long run, for a boy to seek the approval of the group, including the officials, than to strive merely for the commendation of the attendants in charge. Control was not only obtained, however, by means of social approval. Social disapproval was used when necessary. On one occasion when a visiting team of boys was playing a basketball game in the gymnasium, two Biscoq boys climbed through the window into the room in which the visitors had left their clothes. The culprits pilfered several small articles and sums of money from the pockets. When the burglary was discovered the only clue was some smeared footprints in the snow. Mr. Boyes called all the lads together and quietly informed them of what had happened. He said he felt sorry for the boys who had broken faith but that he was more sorry for the members of the basketball team because they would not be able to play any more games with outside teams. He did not think it was fair to ask visiting teams to play at Biscoq and treat them as had just been done. After this short speech he left them. That evening just before "lights out" the "grape-vine" started to function. The next morning the captain of the basketball team, who happened to be one of the largest and "toughest" boys in the school, walked into the principal's office and deposited the lost money and other pilfered articles

on the desk. Mr. Boyes said, "Thanks. I guess we will be able to play outside teams after all." No attempt was made to apprehend and punish the guilty boys because the next day two beautiful black eyes were grim evidence that social disapproval had held sway.

Mr. Boyes had very few rules. He used to say that rules were only made to be broken so why make them. He set up standards of conduct rather than rules. He maintained that standards of behavior, formulated in positive terms by the group, offer a universal challenge to worthy conduct. Imposed rules, even if designed for the safety and welfare of the group, offer a dare. Standards enlist co-operation; rules provoke opposition. Mr. Boyes realized that rules to be effective must be supported by force while standards were matters of group and individual morale and consequently were very different in their educative effects. He knew that the test of the value of rules and standards came when outside restraints were removed. Standards emphasize the positive, desirable thing to be done; rules stress prohibitions and inhibitions.

It is hardly necessary to stress the point that interest and discipline are connected not opposed. Mr. Boyes always had a great interest in young lads. Before his appointment as Superintendent of Biscoq he was a teacher in the Vancouver schools for twenty-five years. During that period he had personal touch with a great many Vancouver boys and girls. He was more interested in the boys and he spent numerous

hours after school guiding and coaching them in various activities and athletics.

He had an altruistic outlook towards his fellow-men. His chief aim in life was to try to mould his pupils into respectable members of society. He was interested in his students because he wanted to do everything in his power to make them citizens of whom Vancouver would be justly proud.

Mr. Boyes was always enthusiastic about his work. He continuously looked on the bright side of life and never failed to drop a word of encouragement. He never over-looked an opportunity to commend his pupils when praise was due.

"Where an activity takes time, where many means and obstacles lie between its initiation and completion, deliberation and persistence are required." ¹ Thus Dewey defines discipline. According to this definition, Mr. Boyes was a well disciplined man himself. He was a man of strong will, he always persistently and energetically tried to realize his aim in producing worthy citizens. He treated every boy with whom he came into contact as a separate individual case and although he experienced numerous instances where his expectations were shattered, even in the face of almost certain defeat, he never once gave up hope that some day a boy would reform.

From the first interview with the lads, Mr. Boyes tried to instill in them his outlook towards society. He attempted

1. Dewey, John. Democracy and Education. New York, The Macmillan Company, 1939. p. 150.

to get the boys interested in some activity that would take their minds off crime. He stressed motor-mechanics, metal-work, wood-work, shoe-making, gardening, school-work, and other useful and creative activities. He hoped that some of these would lead the boys to a socially-approved course in life. He was so interested in his vocation that all of his staff and most of his charges caught his enthusiasm and spirit and became eagerly engrossed in their work.

Mr. Boyes always made his discipline positive. He never tried to break a boy's spirit and never rigidly insisted that instant obedience to the voice of authority was imperative. The boys looked towards him as a friend and counsellor in whom they could trust and confide.

The type of discipline which Mr. Boyes advocated was in many ways similar to the "natural consequences" theory of Herbert Spencer.¹ He, however, was well aware of the shortcomings of such a theory and thus did not adhere to this doctrine to the fullest extent. In the following pages the writer proposes to outline some of the ideas of Spencer, and show the similarity between his theory and the type which Mr. Boyes attempted to put into practice at the same time pointing out how he overcame the obvious limitations.

Proper conduct in life is much better guaranteed when

1. Spencer, Herbert. Essay on Education. London, J. M. Dent and Sons Ltd., 1928. pp. 84--115.

the good and evil consequences of actions are rationally understood than when they are merely believed on authority.

When a boy arrived at Biscoq, the first step in his reformation programme was a private talk with Mr. Boyes. At this initial meeting the Principal tried to get the new-comer to look upon him as a friend in whom he could trust and not as a cruel, hard prison-keeper. As soon as he received the confidence and co-operation of the boy, he attempted to show him how he had broken the laws of society and why it had been natural and necessary that he be sentenced to a reform school where he should pay for his misdeeds. After such an interview, any bitterness which might have been stored in the lad's mind usually disappeared and he started his term with the conviction that he owed a debt to society and that the sentence was just.

Both Herbert Spencer and Mr. Boyes believed that a natural system of discipline was a system of pure justice and would be recognized as such. In private talks with his charges, Mr. Boyes would point out to them that any person who broke the established law of his fellow men naturally would have to answer to them. He would tell them stories of cases similar to their own and the penalty which the offenders had to pay. He would illustrate to them the chaos that inevitably would follow if the laws of society were not followed. He tried to have the boys establish ideals and make an honest attempt to live up to them.

On one occasion there was considerable trouble in the dining-room over broken dishes and soiled table-cloths. To solve this difficulty Mr. Boyes suggested two classes of tables; one with clean linen and good crockery for those who had sufficient manners to warrant their attendance at a clean table; the other, commonly called the pig-table, where those who wished to gobble and bolt their food could do so without disturbing the boys who wished better eating conditions. Now although both tables received the same food, the meals served on the crockery plates on the clean, white table-cloths were much more appealing than those dished on the aluminum plates on the dark, unattractive pig-tables. Practically all the boys who were relegated immediately made an honest effort to be promoted to the white tables.

Mr. Brankin had excellent order in his dining-rooms. He, however, attained his ends by an artificial means. Any boy who spilt food on the table-cloth had the sum required to laundry the article deducted from his honour money. Any broken dishes were paid for by the same plan.

In the first example the lads accepted Mr. Boyes' plan as natural while many under Mr. Brankin were bitter and felt their punishment to be unjust.

In a system of discipline based on natural consequences, the tempers of the officials and the boys were seldom aroused and the relations between the men in charge and the young delinquents was friendly and influential. Mr. Boyes never once

punished a boy until he had shown that lad that punishment was deserved and necessary. Of the three or four hundred boys who passed through the school while Mr. Boyes was in charge, not one can truthfully say that he received undeserved punishment from the Principal. Many boys, however, secretly cherished a hatred towards Mr. Brankin and on one occasion a score of his graduates were seen to openly denounce him in public.

Never once during his entire administration did Mr. Boyes lose his temper in front of the youths and any official who did so, even on the rarest of occasions, was reprimanded severely.

Mr. Boyes realized that any expression of anger was especially detrimental because it weakened the bond of sympathy which was so essential to a beneficent control. He always tried to avoid being the instrument of punishment and he inflicted bodily pain only when both he and the boy agreed that such was necessary. Frequently he solved problems of discipline in a manner similar to the following example. On one occasion some boys were assigned the task of kalsomining their dormitory. Instead of applying the kalsomine to the walls and ceiling, they proceeded to enjoy themselves thoroughly by splashing it on their friends and on any article which happened to be in their way. When Mr. Boyes was called to the scene he quietly summoned the culprits and told them that if they wished to sleep in such a disorderly room it was entirely satisfactory

to him. After this short speech he left them standing together. The boys soon decided that perhaps they had not had so much fun after all and when they realized the disadvantages of sleeping in such a sloppy room, they immediately began a vigorous attempt to clean their sleeping-quarters.

There is no doubt that Mr. Boyes' discipline had a great influence on the lads. Once a boy actually tried to commit suicide because he had broken the trust which Mr. Boyes had placed in him. Boys have gone to the office crying before an interview with the Superintendent because they had broken faith.

Mr. Boyes never gave unnecessary commands and the tone of his voice was always pleasant and never irritating and tyrannical. He was invariably consistent and when he gave commands he insisted that they be obeyed.

Mr. Boyes did not adhere to the doctrine of discipline by natural consequences to the fullest extent. He always safeguarded his charges from severe bodily pain and he never allowed the natural punishment to be too severe and out of proportion to the offence.

Mr. Boyes' chief aim was to mould the young lads who had been sent to him into respectable citizens. He realized that strict adherence to the discipline by natural consequences as advocated by Spencer would train the young delinquents to serve themselves and not others. Therefore besides

this system of moral training he tried to hold before the boys the highest ideals of conduct. He gathered together as highly competent and efficient a staff as was possible. He chose his officials because of their good character, athletic ability, genuine interest, and an altruistic outlook towards their fellow-men.

ADMINISTRATION OF MR. GEORGE ROSS

When the Honourable G. M. Weir, Provincial Secretary, selected Mr. George Ross to succeed Mr. F. C. Boyes as Superintendent of the Boys' Industrial School at Coquitlam in the fall of 1939, his choice was a wise one. Previous to his appointment Mr. Ross was Boys' Work Secretary at the Vancouver Y. M. C. A. He had been connected with this organization for twenty-five years. In his department at the Cambie Street "Y" and particularly at Camp Elphinstone on Howe Sound he had had contact with, and a remarkable influence on the lives of approximately thirty thousand boys. His outstanding contribution to the welfare of the youth of Vancouver was officially recognized in 1927 when he was presented with the Good Citizenship award for the City of Vancouver.

Once Mr. Ross became familiar with the system of Mr. Boyes, he recognized the value of the programme of his predecessor. In one of his reports soon after his appointment he stated, "May I express my appreciation of the work done by my predecessor in laying the foundation for the policy of our school as it now exists".¹

Mr. Ross has made the most of the strong points of Mr. Boyes' administration and has strengthened the weak ones. He has put numerous innovations into practice and these have

1. Report prepared by Mr. Ross and presented to the Provincial Secretary, 1940.

been instrumental in the reformation of many of the youths committed to his care.

In treating delinquent boys Mr. Ross realizes that certain principles are fundamental. First, the socially maladjusted individual must be considered a human being differing only in degree from his fellows. Certain factors over which he frequently has no control have brought about a clash with society. Society should be concerned with trying to readjust rather than with attempting to punish him. An individual may be excluded from society by being placed in an institution or, in extreme cases, his life may be demanded, but these steps, Mr. Ross holds, should be taken not as punishment but as a necessity for the protection of the peoples of a civilized nation. Mr. Ross prescribes a remedy only when he feels that it is adapted to the causes of the delinquency. He knows that to attempt to eliminate delinquency by punishing one for the offence is to court failure. Causes, not results, must be treated. Finally, the present superintendent is fully aware that it is desirable to deal with the adolescent offender as early as possible as it is very difficult to reform an individual who has built up anti-social habits over a period of years.

An examination of table VIII. shows that over a period of ten years, from 1931 to 1940 inclusive, the average age of 672 Biscoq commitments was 15.08 years and that the range of age was from eight to twenty years. Investigation indicates

that a large number of the younger boys served more than one sentence at the Industrial School. Many of these lads might have been reformed quite easily if they had not come into contact with the older youths and if they had been treated early by the proper agencies. In the majority of cases correct therapeutic treatment might have rendered a sentence to Biscoq unnecessary.

TABLE VIII.

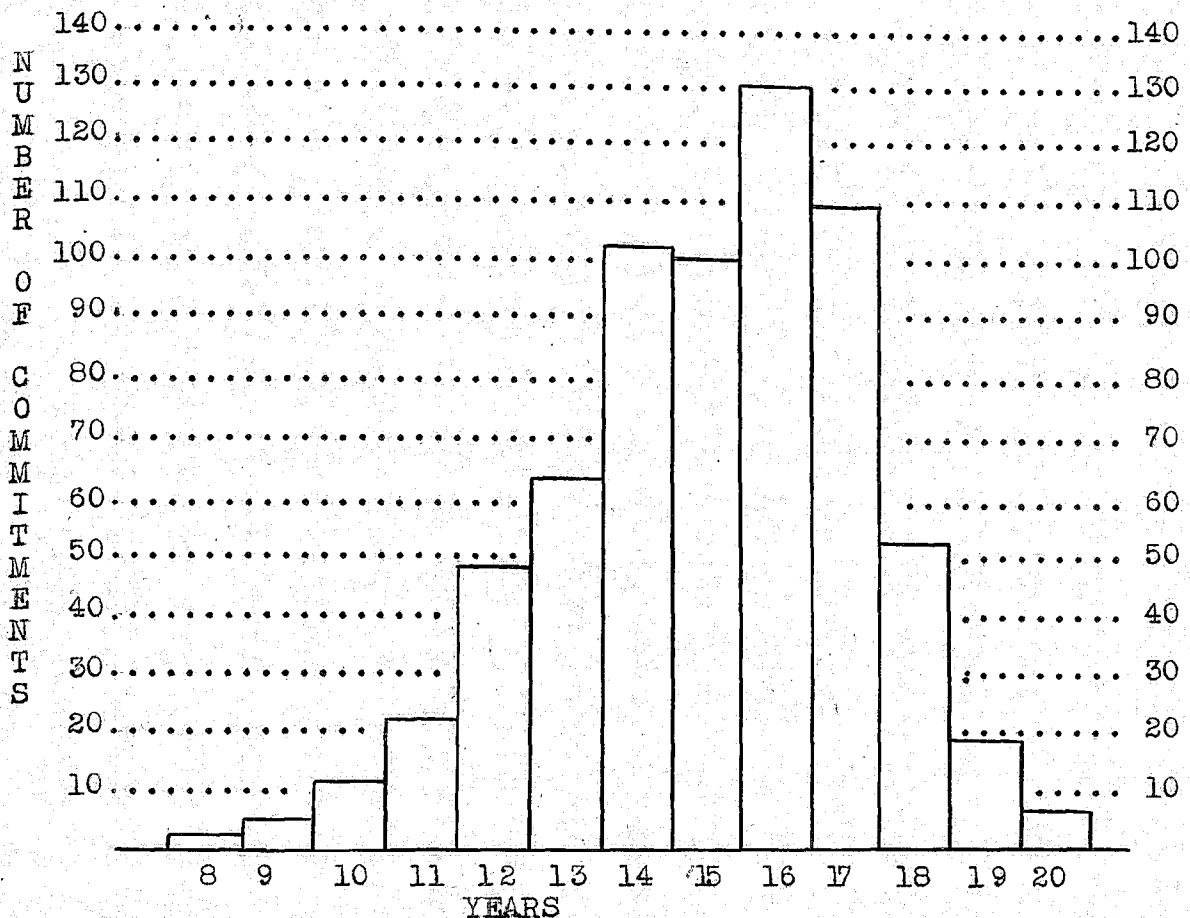
AGES OF BOYS--672 CASES¹

8 years	-----	2
9 years	-----	4
10 years	-----	12
11 years	-----	22
12 years	-----	48
13 years	-----	64
14 years	-----	103
15 years	-----	100
16 years	-----	130
17 years	-----	109
18 years	-----	53
19 years	-----	19
20 years	-----	6
Total	-----	672

Average age 15.08.

The older boys, on the other hand, constitute a different problem. It is evident that many of them had been practising criminal habits for such a long time that the building of more socially adequate patterns of behavior was virtually an impossibility. In many, the habits of delinquency were firmly established. It often is very difficult to change the attitude and behavior of older boys. Furthermore, those lads who

1. Official Biscoq records.

TABLE IX.AGE DISTRIBUTION OF 672 BISCOQ BOYS

are more advanced in years have a degrading influence on younger boys. In adequate treatment of the cases, segregation is an essential. Since its establishment the Borstal type school on Marine Drive has been largely instrumental in helping to solve this problem. Because many of the older boys now are sent to that institution, the average age of the Biscoq boys is gradually decreasing. For the year 1939-1940 it was 14.8, as compared with 15.8 for the year 1933--1934.

Mr. Ross maintains that it is absurd to treat the

adolescent offenders as sinners, as criminals from choice, or as moral degenerates. That they were "heavily handicapped by both Nature and Nurture is evident".¹ They should be regarded as the victims of an unfortunate parentage, or a combination of social circumstances, or both. The present superintendent realizes that the person who deals with young delinquents ought to feel a basic sympathy for their misfortunes. He should also respect them as persons--as fellow human beings. As with the physician prescribing for and administering to his patients, the most important element in his attitude should be the sincere attempt to understand the case and prescribe remedies which will produce the desired alterations in personality and behavior.

Disciplinary Methods Adopted by Mr. Ross.

In all industrial schools good discipline is essential. Mr. Ross tries to secure good discipline by various methods. He advocates the substitution of "the mass for the master". Nobody likes to be driven. There is something inherent in the human make-up that makes one want to participate and share in those organizations of which he is a member. People do not live their lives alone in a democracy and Mr. Ross is aware that if he is to win the co-operative attitude of his charges that he must bear in mind that there must be participation.

1. Glueck, Sheldon and Eleanor. Juvenile Delinquents Grown Up. New York, The Common Wealth Fund Publishers, 1940. p. 14

The present superintendent realizes that effective discipline should be based on interest. In an industrial school this is rather difficult to secure. Every method is tried to make the boys understand that their commitments are just; that they have broken the laws of their country, laws that were made for the common welfare of all people; and that they owe a debt to society which they must pay. In private talks with the boys Mr. Ross tries to picture to them the inevitable chaos that would follow if society did not demand some form of retribution from law-breakers. In many cases this is difficult because frequently youths are committed to Biscoq for slight misdemeanours. However, no effort is spared to make the boys see the justification of their sentence and subsequent treatment. When this goal is achieved, the interest of the lads in the school programme becomes much keener.

Mr. Ross is certain that a knowledge of human drives and desires is a secret in discipline. He realizes that the gregarious drive and especially the gang spirit can be a potent factor in the rehabilitation programme for delinquent youths when guided along the proper channels. He does not try to crush the spirit that produces the gang but instead he tries to direct it toward the social good and thus create the same loyalty to the officials and school as are manifested in the gang. A similar idea is upheld by Thrasher.¹

1. Thrasher, F. M. The Gang. Chicago, University of Chicago Press, 1927. p. 284.

Mr. Ross and all officials play upon the boys' desire for the approval of the group at every opportunity. The lads are praised individually and before their fellows at every justifiable occasion. The boys themselves as a group have something to say about what is desirable and what is not. Frequently the boys vote on certain questions concerned with the school programme. A boy generally fears the criticism of his peers more than his elders. When the majority of the Biscoq boys place their disapproval upon a certain act the average boy is reluctant to behave contrary to that criticism.

Mr. Ross tries to satisfy the drives of curiosity, acquisitiveness, construction and manipulation, and the desire for leadership, in the various trades such as motor-mechanics, machine-shop, cooking, tailoring, manual arts and several branches of agriculture and in the dramatic, aeroplane, boat-building, tumbling, swimming, and stamp-collecting clubs.

When a youth behaves contrary to the established regulations of the school, Mr. Ross realizes that some form of punishment is required. The various types of punishment that he has adopted are apology, isolation, the disapproval of the group, loss of privilege, and detention.

A sincere, heartfelt apology is often sufficient punishment. A period in the cells usually makes a boy think twice before he breaks the regulations a second time. As

has been said before boys enjoy the approval of their fellows. The disapproval of the group acts as a strong incentive in leading boys in the right direction. The aim is to control the group's ideals so that they will act as a strong deterrent in the violation of Biscoq standards of conduct.

One of the most successful forms of punishment is the loss of certain privileges which other Biscoq boys in good standing enjoy. For the more serious school offences loss of honour money; the right to go on picnics, truck rides, and theatre-parties; curtailment of the opportunities to observe senior athletic teams in action; postponement of visits home; and the expulsion from clubs and teams generally produce a desired change in conduct. Closely allied with loss of privileges is the policy of placing the boys on detention for minor infringements of Biscoq regulations such as being late for check-up, not doing work properly, forgetting to comb hair, and running in the dormitory. For such minor violations boys have to perform certain assigned work duties at a time when the other lads are swimming, playing games, or are engaged in some other pleasant activities.

When administering punishment Mr. Ross keeps in mind certain principles. He knows that it is not so much the intensity of the punishment as the certainty of it that will be most likely to deter infractions of regulations. He tries to adapt the punishment to the offence. He does not let too much time elapse between the offence and the punishment. He

does not make rules and regulations too inclusive and he states them in such a way and at such a time that they will act as suggestions rather than injunctions.

B--"NEW HAVEN"--THE BRITISH COLUMBIA BORSTAL SCHOOL

In 1936 the Advisory Committee on Juvenile Delinquency submitted a report to Dr. Weir and suggested that "There should be established an institution of the Borstal type for boys and young men from 16 to 21 years of age to which there would be committed the older and more difficult boys now sent to the Boys' Industrial School, as well as some of the young men who are now committed to Oakalla Prison Farm or to the Dominion Penitentiary."¹

The idea of establishing such a school was not new in British Columbia because such men as Frank A. Coyle, E. W. Johnson, A. P. Allison, and Tom Howarth had already planned such an institution. In fact they were the originators of the Borstal Society of British Columbia an organization which has since been incorporated under the Friendly Societies Act of British Columbia.

The first legal steps to introduce the English rehabilitation programme and adapt it to local needs were taken by the Attorney-General, Gordon S. Wismer. He describes the founding of "New Haven" as follows:

One day in December, 1937, we met one hundred young prisoners in the prison chapel at Oakalla (the British Columbia Provincial Jail). We told them of our plan to take a selected few to a new sort of institution where there would be no bars or cells, no prison uniforms, where they would be given an opportunity to learn a trade and to fit themselves for decent manhood in decent society.²

1. See Appendix A--clause ten.

2. Report prepared by Gordon S. Wismer, Attorney-General of British Columbia.

Accordingly, twenty-three youths were carefully chosen to initiate a new corrective institution modelled on the English Borstal system. The young prisoners were members of the "gazoomie gang"--first offenders between the ages of seventeen and twenty-four. All available information was gathered as to the young men's mental and physical make-up. A careful study was also made of their home and neighborhood environment. Before being chosen each person in the initial group was under observation by a psychiatrist, a physician, and private citizens with wide experience as social workers. The recommendations of the magistrates and judges were considered also. On the basis of these data that had been collected and discussed by the selection committee, and, if there seemed to be a reasonable chance for successful rehabilitation, a young man was chosen. A similar procedure is still practised today.

As soon as a final decision was reached, the young prisoners were moved to an old building, situated on Marine Drive about four miles from Oakalla. While the house once had been considered somewhat of a family mansion it had been neglected for so long that it was in considerable disrepair. This dilapidated structure stood in large overgrown grounds. With the youths went Angus McLeod as warden, an assistant, and a cook. There was no attempt at confinement--no barred doors or windows, and no fence around the grounds. The young men wore no identifying prison uniforms. They wore ordinary

civilian clothes. And yet, even with such opportunities for escape, not one boy of the first group made any attempt to break his word by running away.

Since December 1937, an abundance of excess energy and the will to construct have produced a remarkable change in the general appearance of the old house. Not only have the boys rennovated the central home but they have also completed several sleeping-cottages, a barn, a gymnasium, a greenhouse, and other small buildings. The lawns are well kept, the trees pruned, the shrubs sheared, and the farmland is producing excellent root-crops. One cannot help but be favourably impressed by the neatness and orderliness of the buildings and grounds when he visits the institution.

As apparently "New Haven" is the first institution in North America patterned after the English Borstal system, its success is being followed not only by the other provinces in Canada but also by many districts of the United States of America, particularly in the States of Washington and Oregon. Public-spirited citizens in many other parts of the North American continent are combining to pave the way for similar experiments in rehabilitation. In Washington, State Senator Reardon has introduced legislation with this end in view and in Oregon a definite movement has commenced to bring in legislation that will make a similar system legal.

The results of the experiment, which has been functioning for almost three years, have been most gratifying.

Follow-up work with seventy "graduates" indicates that practically one hundred per cent of the young men readjust their behavior in a socially-acceptable manner. Of this number only one found his way back into the police court. This success is due to various factors. First of all the boys are carefully selected and only those which the selection committee thinks will benefit by the Borstal treatment are chosen. Before entering "New Haven" the young men already have spent a month or more behind prison bars and they realize what they must return to if they do not live up to the standard which is expected of them. Most of the success, however, is due to the fine leadership and the living example of Superintendent Angus McLeod, a massive, jovial Scotchman, possessed with unlimited faith in the youths committed to his care.

Tribute must also be paid to the afore-mentioned Borstal Society. Each member of this society, which has a steadily increasing membership, undertakes the after-care of one or more of the boys released from "New Haven". Thus directly a boy is released he has a friend in the outside world who will help him shake off the stigma of imprisonment and who will aid him in finding employment. When the boys feel they have a friend and a job they find it so much easier to adjust their behavior in a socially-approved manner.

CHAPTER IV.

DIAGNOSIS OF JUVENILE DELINQUENTS COMMITTED
TO THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM

CHAPTER IV.

DIAGNOSIS OF JUVENILE DELINQUENTS COMMITTED TO THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM

When a boy is sentenced to Biscoq certain information is necessary for the diagnosis and treatment of his case. Definite records are compiled and the procedure followed for every commitment is similar to that set down by Bisch.¹ Information is secured in the following fields:

1. History of the case.
 - a. Family history
 - b. Environmental history
 - c. Heredity chart
2. Private talks with the individual.
3. Psychological examination.
4. Physical examination.
5. Proposal for release.
6. Follow-up records.

The history of every boy committed to Biscoq is obtained from court records or reports by welfare visitors or social workers. In the majority of cases, however, little is known about a boy's previous conduct when he arrives at Biscoq. Too frequently the only information is the Warrant of Commitment which contains a meagre description of the offence, usually in terms of dollars and cents. An examination of the following typical Warrant of Commitment shows that such information throws little light on a boy's background and the underlying factors contributing to his delinquency.

1. Bisch, L. E. Clinical Psychology, Baltimore, Williams and Wilkins Company, 1925. p. 10.

JUVENILE COURT FOR THE CITY OF CEDARVILLE, B. C.WARRANT OF COMMITMENT

CANADA	(To all or any of the Consta-
PROVINCE OF BRITISH COLUMBIA	bles and other Peace Officers
COUNTY OF WESTMINSTER	(of the City of Cedarville,
CITY OF CEDARVILLE	(and to the Superintendent of
	(the Industrial School for Boys
	(in and for the Province of
	(British Columbia.

WHEREAS....~~Jack~~.Gray...being a boy under the age of eighteen years, was this day charged before me, the undersigned Henry L. Begbie, K. C., Judge of the Juvenile Court in and for the City of Cedarville, for that he...~~Jack~~.Gray...being a boy under the age of eighteen years,.....
on the 12th day of January, A. D. 1940 at the city.....
of Cedarville, did unlawfully steal from the "S. S.....
Saloy" moored at #4 Dock in the City of Cedarville,.....
one watch and chain of the value of Thirty-five.....
Dollars, (\$35), the property of Melvin Anderson.....

Contrary to the form of the Statute in such case made and provided, and pleading...guilty...of the said offence was found guilty, and I did adjudge that the said...~~Jack~~.Gray...for his said offence should be committed to the Industrial School for Boys in and for the Province of British Columbia at Coquitlam in the said Province.

These are, therefore, to command you, the said Peace Officers, or any of you to take the said...~~Jack~~.Gray...into your custody and him safely convey to the said Industrial School for Boys in and for the Province aforesaid and there to deliver him to the Superintendent thereof together with this precept.

And I do hereby command you, the said Superintendent of the said Industrial School for Boys to receive the said.....~~Jack~~.Gray..into your custody in the said Industrial School for Boys and there imprison him and keep him.

Given under my hand this...16th...day of
 ...January...in the year of our Lord
 one thousand nine hundred and forty-
 one at the City of Cedarville.

(Signed) H. L. Begbie

Judge of the Juvenile Court in and
 for the City of Cedarville.

The time is long over-due when it should be made compulsory on every court to have a complete history of the case before it, prior to committal. It does not seem possible that a judge can enact wise judgment unless he is familiar with all the facts about a case. All the information about the boy himself, his home, school, and community should be at the disposal of every court. Court and social service records are considered indispensable by all progressive industrial school superintendents and such records should accompany the arrival of every new commitment.

Excellent reports are sent to the Industrial School by district welfare and social workers but often their accounts are not received until weeks after a boy is apprehended and committed. The information contained in the following welfare visitor report for instance, which should have been compiled before the boy was sentenced, was not available until many weeks after the arrival of the boy at Biscoq.

VISITOR--H. SIMMS

Re: Gray, Mrs. Margaret
South Cedarville,
Municipality of Sweeny,
(organized territory)

April 5, 1941.

<u>Woman:</u>	<u>Name:</u>	Margaret Gray nee Seymour.
	<u>Birth:</u>	June 3rd, 1890 (?) in Winnipeg, Man. Came to B. C. as an infant and took up residence in Sweeny twenty-seven years ago, and is still living in the same house.
	<u>Nationality:</u>	French-Canadian (obviously a half- breed Indian)
	<u>Health:</u>	Appears to be quite good.

2--cont'd, re Gray family, South Cedarville.

Education: States she left school at Grade 8, St. Mary's Convent, at the age of 14 to be married.
Religion: Roman Catholic.
Appearance: Thick-set with rather a bright face, frizzled dark hair, black eyes and a sallowish half-breed complexion.

Man: Name: Owen Gray.
Birth: Mrs. Gray thinks he was born in Cedarville and is aged about sixty-three--is of Hawaiian parentage.
Employment: Is a captain on the "Swann" North Line, and is at present at Waterways, Alta., but is expected home any day now.

Marriage: Mrs. Gray states she was married in Cedarville in 1918 (?).

Children: Mrs. Bernice Olster, aged 27, living at Fraser Apartments in Cedarville; two children; husband is a long-shoreman.

Mrs. "Red" O'Keefe, aged 25, living at Fraser Apartments; two children.

Hugh, aged 23; single; working with his father at Waterways.

Errol, aged 20, lives at home and does part-time work at the Cannery.

Jean, born March 1933--Grade 7 St. Joseph College.

Ralph, born 1925--Grade 7 same College.

Mary, born 1927--Grade 4 " "

Jack, born June 1928--Grade 2 same College.
 This is the child who is at present in the Boys' Industrial School.

Gerry, born Feb. 4, 1930--Grade 1 St. Mary's Academy.

All the younger children were seen and appear to be very bright and cheerful, and quite well-dressed and clean.

3--cont'd, re Gray family, South Cedarville.

Relatives: Mrs. Gray's mother is aged 81 and her father is presumably about the same age. Are living in Prince Robert. There is also a sister, Mrs. Backen in the Sanitarium at Whitely.

Mrs. Gray knows nothing of her husband's relations except for a cousin named Pete Poy living in Prince Robert.

Domicile: Have been resident in the Municipality of Sweeny for twenty-seven years.

Environment: Are living in a very old, somewhat dilapidated farm house situated on the edge of the Indian Reserve by the disused railway track, east of the Spencer Bridge. Is in a very inaccessible spot but the children make no complaint and go to school regularly. The house was purchased by Mr. Gray twenty-seven years ago with five acres of very rough land, and a few fruit trees. The house though shabby appeared to be quite clean at the time of call, and there did not appear to be any signs of "neglect" as regards the children.

Constable Morrow of Sweeny Police states, however, that it was just by luck that Visitor arrived at the home when it was looking fairly respectable; that Mrs. Gray was notorious, and two years ago she left the children for two months and was finally found by her daughter "Blondie" at some resort in a house of ill-repute. Constable Green also stated that he had time and time again found Jack as well as his brothers and sisters unaccompanied on the streets at 11:30 at night, and has had to send them home.

A visit was paid to Father Creemer at St. Joseph College regarding the charge laid against Jack Gray. Father Creemer stated that the Gray family had always been a problem, in fact so much so that last year they were turned away from school, but Captain Gray, the father, had come and asked that they be allowed to return. Stated he did not know very much about the actual details of the theft, and referred Visitor to Sister Ann Walker, teacher of Grade 2 at St. Mary's Academy. A visit was paid to the Sister, and the family discussed.

4--cont'd, re Gray family, South Cedarville.

Sister Ann Walker, teacher of Grade 2 at St. Mary's Academy, states that these children have to be sent away from school at intervals owing to their bodily uncleanness. When Visitor pointed out that at the time of her call the home appeared to be quite clean and the children comfortably and cleanly dressed, the Sister stated this was the beginning of the season and they have just got their new uniforms; that Mrs. Gray makes no attempt to wash them, and by the end of the season the children are in an appalling state. Stated that Jack has only attended five full days this term, and the attendance of the rest of the children is very poor.

An interview was then had with Mother Superior of St. Mary's Academy who gave the following information: On the day of the theft, September 20th, Jack arrived at school about 9:15 crying bitterly and holding on to his side saying he could not walk and the doctor said that if the pain got any worse he was to go back home. The Sister was at a loss to know what to do thinking that perhaps the child had a hernia, and told him he had better stay until he got better, but he still insisted he should go home and asked the Sister to give him a note to his mother to say why he had been sent home. The Sister then felt the child was "faking", and after much talk he admitted he had stolen a dollar from her desk two days before. It also appeared that this child had stolen \$16.00 from the desk of another teacher, but this did not become known until four o'clock that afternoon. He apparently had the money secreted on his person and wanted to get away before school opened. In the meantime the police came up to the school in regard to a watch that had been stolen by Jack from his brother-in-law at the Fraser Apartments, and it was after this that the theft of the \$16.00 became known. \$7.50 of the money was found buried under a bush at home when the police went after the child, and the balance was refunded to the Convent by a Howard Broome, a longshoreman, who it appears lives in the Gray home. This young man at the trial apparently stepped forward and offered to guarantee Jack's behavior, but Magistrate Begbie would not consent to this.

From the above it looks as if Mrs. Gray is the one at fault, and if a charge were laid against her for "contributing to delinquency" the Sweeny Police would be perfectly willing to give all the evidence necessary. However, would it perhaps not be the best plan to wait

5--cont'd, re Gray family, South Cedarville.

until Mr. Gray, the father, returns from wherever he is, and try to have some plan made by which these children can be given the proper control?

...(Signed) H. Simms.....

WELFARE VISITOR.

Shortly after a boy's arrival a comprehensive case history is prepared by the Biscoq staff social worker. The accompanying representative report was prepared by Mr. Hugh Christie and the author.

June 10, 1941.

Social History prepared for the Child Guidance
Clinic by the Boys' Industrial School

Name of Patient: Charles Larry Barker.

Address: Balla's Corner, Millerville, B. C.

Reason for Examination: Patient has for the past two years been very friendly with a gang of boys in Millerville who have been stealing lumber and other small items from the people in the community. Most of the stolen property was used in the building of forts. Because the patient was suspected of taking part in their stealing he was sentenced to the B. I. S. on a charge of stealing a school library book. The usual clinic information is desired and advice as to disposition, based on the clinic's opinion of whether the boy is a habitual thief or a normal youth who has made a few isolated mistakes.

Commitment: Patient was committed to the school on March 31, 1941, by Magistrate L. E. Marker, from the Municipality of Gruver, on a

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charge of retaining stolen property, the sentence being for an indefinite term.

Sources of Information:

Magistrate L. E. Marker, of the Municipality of Cruver;
Constable B. Smith, who arrested the patient and pressed the charges;
Mr. W. H. Main, school principal;
Miss E. Cook, class teacher;
Mr. Donald, science teacher;
Mr. Adams, mathematics, health and gym teacher;
Mr. Richard, woodwork teacher;
Mr. Barker, the patient's father;
Mrs. June Moore, the housekeeper;
Olie Bowell, a member of the gang who is definitely a thief;
Don Goodall, a very well-behaved member of the gang.

Patient's Understanding of Clinic: It has been explained to the patient that his clinic tests will include a number of physical and mental examinations which will give him a better understanding of his relative capabilities and how they can be used to best advantage both in the school and when released.

Previous Examination: Blood test: Kahn test, dated April 8, 1941, negative.

Chest x-ray, dated May 7, 1941, negative.

PERSONAL HISTORY

Name: Charles Larry Barker.

Birthplace: Vancouver, B. C.

Birthdate: June 2, 1927.

Present Address: Boys' Industrial School, Port Coquitlam, B. C. He has lived in Vancouver, New Westminster, Coquitlam and Millerville.

Development: No history available but apparently quite normal.

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Health: Patient says that he has had measles, mumps and pneumonia. He is apparently in good health and takes good physical care of himself, but is inclined to worry about epidemics and such diseases as tuberculosis and scabies. Patient has experienced peculiar sensations since he has come to the school and has worried about them.

Habits: Eating habits are regular. He prefers to go home from school for lunch although he often has to make his own. He is a large eater.

Sleeping habits are irregular at home. Shows keep him out late three nights a week. He seldom gets to bed before ten o'clock and rises regularly at seven-thirty. He has a double bed to himself in an attic room. He sleeps heavily but dreams and kicks a great deal. No enuresis. Patient bites his nails. He used to smoke but has stopped.

School: Patient started at the age of six, has never failed a grade and is now in Grade eight. He used to rank high in his class but lately has only been average. He likes history and science but has difficulty with French and music writing.

The following is a summary of a conference worker had with the principal and four of the teachers of the Cruver Junior High School. Worker visited the school principal, Mr. Main, and requested a report on the patient. The principal started the conversation by saying immediately that the boy was a terrible problem and had caused a great deal of trouble in the school with his stealing and general defiance of school rules. Worker stated that he was writing the case history of the boy and would like some concrete examples of the patient's stealing or breaking of the school rules. Principal seemed rather confused and said that for the moment he could not think of anything but that any misconduct of the boy was listed in a book which he kept for that purpose. The book contained a few misbehaviour slips which stated that the patient had been inattentive, had disturbed the class and had been a general nuisance. Worker acknowledged these but asked if he could not be given an example of his more flagrant misconduct.

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Principal said that Miss Cook, the boy's class teacher, had had a lot of trouble with the patient and would be able to give the required information. He sent for Miss Cook and looked up the boy's I. Q. while waiting. Principal stated that the boy's I. Q. was 95 at the time of the last test but that it was probably higher than that now as he had had difficulty in reading at that time. Miss Cook came in and made the same statement about how delinquent Larry had been while at school but, as in the case of the principal, when asked for an actual example she could think of nothing other than general misbehavior in class. After a great deal of thinking she suddenly remembered that he had stolen band-aids from the school's first aid kit. When asked if the boy had admitted doing this she said that they had not asked the boy but that they knew that he had done it.

Mr. Donald, the science teacher, who had been called in by the principal, entered the conversation at this point by saying that they also were sure that he had stolen tools from the woodwork shop. Worker asked how they were sure of all this since they had not asked the boy and no one had seen him do it. Miss Cook explained how it had "all come out" one day when the housekeeper had been visiting the school and had told them that the boy was stealing these things from the school. As no one had checked the housekeeper's statement worker did and found that the housekeeper had never seen any of the supposedly stolen goods but had been misguided by the boy when she questioned him.

Mr. Richard, the woodwork teacher, was called in at this time and when asked his opinion stated that he had lost a few tools but that he had no reason to believe and did not think that Larry had taken them. Mr. Adams, who had taught the patient mathematics and physical training, was called in and when asked about the patient said that he had had no trouble with the boy.

The principal dismissed the teachers and closed the discussion by saying that after realizing how few of their accusations were based on facts he felt rather ashamed of his part in the case. He said that he had always wondered when the boy was

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sent into the office whether he was being misjudged but when it happened so consistently he had come to the conclusion that it could not be coincidence. Worker stated that since the boy could not be helped to combat his problem until it was proven that he had one he would visit the housekeeper and see if any grounds could be found for their conjecture.

The boy was committed to the B. I. S. on the charge of retaining in his school locker and putting his brother's name in a book which he was borrowing from the library. The loan period is an indefinite one and the book had not been asked for by the library.

Work: Patient has worked as a helper on a paper route at various times and has done odd jobs around the neighbourhood, such as chopping wood, digging gardens, and looking after his brother's baby and the little girl at home several nights a week. He has no definite ambitions but enjoys working around machinery.

Interests and Recreation: Patient takes part in all sports but prefers swimming. In the summer he utilizes his evenings swimming in the lake nearby and playing ball in the park. He acts as umpire more often than he plays. In the winter he goes to a great many shows. He used to attend the New Westminster Y. M. C. A., the United Church Sunday School and the League of Conservationists. Went to a Bible Camp for two weeks for two years. His only hobby is collecting funny books. Spending money usually amounts to about fifty cents per week.

Companions: Goes around with a group of delinquent and pre-delinquent boys and, while not taking any active part in their activities, he knew what was going on and helped indirectly at times. Only one of the group, Don Goodall, is a suitable companion. Olie Bowell, another member, steals a great deal.

Religion: Attended the United Church Sunday School until about a year ago. Mrs. Mill, a friend of his mother's, used to help to keep the patient interested in church after the mother's death.

History of Delinquency: Mr. Bert Smith, the constable at Millerville, says that he was sure but could not

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prove that the patient had been involved in the stealing of lumber and furniture. Consequently, when he heard of the stolen book, he took the patient into custody for questioning about the lumber, etc. When questioning and coercion produced no results he put Larry in confinement in the Boys' Industrial School. Four days later the boy was brought to Millerville for trial and was sentenced to an indefinite period in the Boys' Industrial School on a charge of retaining a school library book which belonged to Mr. Main, the principal. The charge was pressed by Mr. Smith, the constable, since Mr. Main did not wish to proceed.

Personality & Conduct: Larry is reticent and quiet, although he claims he is rowdy when at home. He thinks and worries quite a bit. He does not mix with the other boys in the school very well, probably because of the feeling that they are not his type. He has been a model student in every phase of the B. I. S. life for the two and one-half months he has been here.

FAMILY HISTORY

Father: Mr. Albert James Barker was born in Pembroke, Ontario, fifty-seven years ago. He started work in a logging camp, spent the greater part of his life as a carpenter and has for the last few years been steadily employed as a millwright at the Royal Mills. His main interest is in his work. He is a rather coarse, friendly person and is deeply interested in Larry's welfare. He has felt lately that Larry has been unwise in his choice of friends and felt strongly enough on this point to admit to the constable that possibly a few weeks in the B. I. S. would give the boy a shock that would do him good. Mr. Barker, even at the time that he admitted that this might do the boy good, did not feel that the boy was doing anything wrong and therefore is very indignant at the length of time the boy has had to stay in the B. I. S. His only idea in making the admission that the shock might do the boy good was that he wanted to scare the boy away from his bad companions. He feels that his purpose has been defeated because the boy

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is now having bad companionship forced on him.

Mr. Barker has very little faith in the ability of the teachers in the Cruver Junior High School and wants the boy to go to some other school when released. He intends to see that the boy stays in at nights and seems to have a fair idea of how the home and garage should be fixed up to make a suitable place for the boy to bring his friends.

Mr. Barker intends to give the housekeeper more support in her attempts at discipline in the future, as he feels that possibly he has been prejudiced in favour of the boy in the past.

Mother: Mrs. Barker was born in 1886 and died five years ago of cancer, after a period of three years' sickness. The boy's recollection of his mother is that of a kind, sick, tired woman who had always to work too hard.

Siblings: Arthur Terrence Barker, aged twenty-six, now working as a patcher at the B. C. Shook factory on South Laurier Drive. He is married and has a small daughter.

Ralph Cyril Barker, aged twenty-one, now in Egypt with the Seaforth Highlanders.

Ross Ian Barker, aged eighteen, now in the 2nd Scottish Regiment, stationed in Victoria, B. C.

Bruce David Barker, aged nine, is being raised by Mr. and Mrs. Waltham, uncle and aunt, on their farm at Boblin, Manitoba.

Clive Barker, died while still a baby in the influenza epidemic of 1919.

Martha Helen Moore, the housekeeper's daughter, is three years of age. (The parentage of this child should be checked.)

Paternal Relatives: Father's brother, Mr. Andrew Barker, and his wife live on a farm at Cleaver, B. C.

Housekeeper: Mrs. June Moore is a heavy-set, quick-tempered, strict, but well-meaning Scottish woman of about forty-seven years of age. She has very little

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faith in Larry and claims that he steals. When asked for an example of this misbehaviour she said that she did not want to say anything against the boy but that he had told her of a great many things he had stolen. She did, however, mention a pen supposedly stolen from the school principal. Worker checked and found that the pen had been taken from the lost and found by Larry to replace one he himself had lost. Housekeeper claims that patient is not co-operative around the house and is very disrespectful to her.

Mrs. Moore says that Larry has been a changed boy, however, when on his visits home from B. I. S. and feels that if the father could take the place of the school in making him realize that he should show her some respect, they could get along very well.

HOME AND HOME CONDITIONS

The home is a five-roomed frame house backed by the bush of the upper outskirts of Millerville. Since the father has a steady job as a millwright at the Royal Mills, the economic conditions of the home are satisfactory, but the atmosphere of the home is poor in that the boy does not give the proper respect to Mrs. Moore, the housekeeper. Mrs. Moore, a rather dull woman, is a very strict Catholic and is continually criticizing the boy's behaviour. He retaliates by "kidding her" with wild stories about his thieving. The housekeeper believes him.

Actual example: (as told by patient and confirmed by the housekeeper and school). Boy comes home with a band-aid taken (as is allowed) from the school first aid kit to dress a wound.

Housekeeper: Where did you get that band-aid?

Patient: From the school.

Housekeeper: Who gave it to you--did you steal it?

Patient (tired of being continually accused): Sure, I stole a whole handful of them.

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The housekeeper, feeling it her duty, reports wrongly that the patient has stolen a handful of band-aids from the school.

TENTATIVE SOCIAL PLAN

It is possible that this boy is a habitual thief and should be left in this institution where he may receive further guidance and training. If, on the other hand, he is found to have normal capabilities and tendencies, is a successful re-adjustment possible with a father as co-operative as Mr. Barker, a possible change of schools, and a start back in the New Westminster Y. M. C. A. and the church group with those of his friends who still attend?

Could this boy either as he is today or with re-directed interests find a normal adjustment in his home as it is?

Would it be wise for him to change from the school he attends at present where he has no interests to one in New Westminster where he would get a new start, would be close to the Y which he used to attend, and would be able to make new friends?

Information concerning the home and neighborhood environment and the heredity chart derives chiefly from the reports of social service workers. The number of trained and competent workers in the province of British Columbia is rapidly increasing and better and much more accurate results are being obtained now than in the initial stages of the welfare movement.

The private talks which the boy has with various members of the Biscoq staff may be considered as one of the most essential parts of his training. During the first interview

the superintendent tries to show the boy that he has broken the law of his country and that his sentence is just. Sometimes this is very difficult because frequently the lad tends to have a very bitter outlook towards society as very often, in his estimation, his parents, his school, his friends, and the judge have failed him. An anti-social attitude is common. Each interviewing member of the Biscoq staff has superior ability in gaining the confidence of a boy at the first meeting. The impressions made on the boy's mind during private interviews with the principal and other officials tend to be permanent and to play a very important part in the readjustment of his character.

The psychological examination is considered a necessary part of the diagnostic procedure. The results are not used as exact measurements but serve as a general indicator of the efficiency which can be expected. The following case gives some indication of the uses made of these examinations. Several years ago a boy, Laurie Smith, was committed to Biscoq from a small town in the northern central district of the interior British Columbia. His facial expression, long unkempt hair, and general appearance and behavior created the impression that he was feeble-minded. The standard of his work seemed to uphold this conclusion. To substantiate this belief Laurie was subjected to an intelligence test and, much to the amazement of all the officials, he secured a relatively high score which placed him in the normal group. The staff

then started to "put on the pressure" and demanded better results from the boy. When he saw that the officials were "wise" to him and that it would be to his advantage to work to the best of his ability, he rapidly adjusted into a good reliable citizen.

Many cases are sent to the Child Guidance Clinic in Vancouver. The members of this organization have been doing yeoman service and their findings and recommendations have proven valuable in the rehabilitation of many of the boys sent to be interviewed and tested by them. A typical Clinic report follows:

CHILD GUIDANCE CLINIC
771 HORNBY STREET
VANCOUVER, B. C.
CANADA

October 20, 1938.

Mr. George Ross,
Superintendent,
Boys' Industrial School,
P. O. Box E,
PORT COQUITLAM, B. C.

Dear Mr. Ross:

Re Jack Gray

This small boy was examined at the Clinic on Tuesday, October 18, 1938. He is well developed and well nourished and somewhat attractive, although swarthy in appearance. He has been complaining of some earache and his left ear shows some evidence of infection, which is in need of treatment. He has quite a few cavities in his teeth, otherwise his physical health is satisfactory. His blood Kahn is negative.

He has a chronological age of 10 4/12 years and as the result of the Psychometric examination was found to have a mental age of 7 9/12 years, bringing him in the borderline group of general intelligence. He is left-handed and should be allowed to continue this hand throughout all his work.

Mr. George Ross.

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Re Jack Gray.

He presents some fantastic and bizarre ideas which are schizoid in character.

This boy apparently has an exceedingly poor home situation and it is doubtful if much can be accomplished to improve matters. He will in all probability, continue to present a problem. One does not feel that concentrated therapy or preventive work is justified under the circumstances. We would suggest that this boy be turned over to his father when he returns home and makes application for his release. Following this he should be supervised by the social worker.

He presents many points of interest and we would be glad to have him return to the Clinic for further observation at the end of a period of six months.

Yours truly,

(signed) A. M. Gee, M. D.

Acting Medical Superintendent

During the year 1939-40 thirty-six boys were examined at the clinic. Table X. was compiled from the psychiatric reports.

The following account adapted from a report prepared by Mr. William Dixon, former social worker at Bisceq, gives a clear picture of the value and possible future of the Child Guidance Clinic as far as the field of delinquency is concerned.

The worth of a clinical examination is sometimes questioned by those who lack appreciation of its significance. It has been found, however, that many benefits accrue from such a procedure. In the first place, unsuspected mental and physical disabilities

1. Prepared and submitted to the Superintendent, 1939.

TABLE X.

Intelligence ratings--	Cases
Superior intelligence-----	1
Average intelligence-----	7
Dull, normal intelligence-----	6
Border-line-----	13
Moron-----	8
Imbecile-----	1
	<u>36</u>
Mental abnormalities recognized by clinic--	
Psychopathic personality-----	1
Suspected psychopathic-----	1
Isolated personality-----	1
Introverted personality-----	1
Physical defects recognized by clinic--	
Tonsils and adenoids needing attention--	12
Tonsils requiring attention-----	3
Teeth requiring attention-----	5
Poor vision-----	1
Poorly developed-----	1
Suggested X-ray for tuberculosis-----	1
Physical picture of sub-thyroid-----	1
Poor hearing-----	1
Nasal infection-----	1
Circumcision recommended-----	1
Recommendations--	
Extended training and discipline-----	11
Country foster-home-----	9
Foster-home placement-----	5
Return home-----	3
Placement on boat-----	2
Home or foster-home-----	1
Placement with relatives-----	1
Commitment to mental hospital-----	1
Farm placement-----	1
Further training and country placement--	<u>1</u>
	<u>36</u>

are often found which would go undetected by the casual observer. Furthermore, when the I. Q. of a patient is determined, it gives a good indication of his general ability

and suggests what degree of efficiency might be expected. A perusal of Biscoq records shows some cases in which intelligent parents have expected backward children to excel in school work and have criticised them when they failed to live up to desired standards. In such a situation the clinical examination would give a clear picture of the boy's ability and would indicate the advantage for the lad of training in some form of manual work instead of trying to force him into unsuccessful academic study. A complete psychiatric examination includes aptitude tests which suggest the most suitable type of employment.

In order to cope effectively with the juvenile delinquency situation in British Columbia, a central observation and examination clinic is required. Each juvenile who becomes involved in any serious trouble should be sent to such a clinic and held for the purpose of observation. At the same time a complete social history should be compiled and presented to the psychiatrist, who, after examining the patient, would present his recommendations to the judge who is handling the case. The clinical report would be of great help in aiding the judge to decide on the plan to be adopted--whether the delinquent should be detained for a short time; be placed on probation; be given employment; be committed to one of the Provincial Mental Hospitals, the Industrial School, or Oakalla; be recommended for "New Haven" or foster-home placement; or any other suitable disposition.

To make the work of such a clinic of value however, a well organized follow-up service would be required. The establishment of a provincial probation system would be of inestimable value in solving the delinquency problem in British Columbia. If such a system could be inaugurated there would be little prospect of boys being sent to the Industrial School because there was no other place for them to go.

The physical examinations are conducted by the medical doctors of the Provincial Mental Hospital at Essondale. A very thorough medical examination is given to each boy as soon as he arrives. In some cases a physical defect or illness has been responsible for the delinquency committed by the youth. As soon as these are corrected the criminal outlook frequently disappears. To show the value of a competent physical examination the following case is cited:

Peter M. was committed to Biscoq when thirteen years old. Prior to his commitment he was in grade five and stood at the bottom of his class. Shortly after his arrival he was given a medical and psychiatric examination by Dr. Crease. His I. Q. was scored as eighty-three. Mr. Boyes, who was present at the examination, felt certain that this result was too low and asked Dr. Crease if there might be any physical basis for his belief. Upon a close check-up of his data, the doctor noticed a slight tendency towards double-vision. Peter was sent immediately to an eye-specialist who

confirmed the report and secured suitable glasses for the boy. The change in the boy's attitude towards the officials, his day-school work, and life in general was a revelation. In four months he was re-tested and scored an I. Q. of ninety-seven. Today Peter is a successful type-setter, a position that requires very good eye-sight.

The following outline of organs examined by the doctor in the physical examination gives one some idea of the thoroughness of this medical check-up.

PHYSICAL EXAMINATION

Name:	Age:	Height:	Weight:
General appearance:		Hair:	
Eyes:	Vision:	Colour:	Pupils:
Ears:	Hearing:	Canals:	Drums:
Nose:	Septum:	Turbinates:	Discharge:
Mouth and throat:	Teeth:	Decay:	Enamel:
	Gums:	Tongue:	Palate:
	Tonsils:	Buried:	Enlarged:
			Cryptic:
Neck:	Thyroid:	Glands:	
Respiratory system:	Inspection:	Palpation:	
	Percussion:	Auscultation:	
Cardio-vascular:	Percussion:	Blood-pressure:	
	Rhythm:	Pulse:	
	Auscultation:	Arteries:	
Abdomen:	Masses:	Tenderness:	Rigidity:
Nervous system:	Speech:	Cranial nerves:	
	Motor:	Sensory:	
Reflexes:	Superficial:	Deep:	
	Babinski:	Rhomberg:	
Gait and posture:	Skin:	Extremities:	
Remarks:			

When, in the estimation of the superintendent, a boy has shown sufficient progress to warrant an application for parole a proposal for release form is sent to certain required persons and with their approval the boy is sent to his own home or a foster-home on probation. A typical proposal for release follows:

PROVINCIAL INDUSTRIAL SCHOOL FOR BOYS

PROPOSAL FOR RELEASE

Name in full..... Jack Gray.....
 Age last birthday..... 12 years.....
 Committed from..... Cedarville.....
 Charge..... Theft.....
 Length of term..... Indefinite.....
 Convicting Judge or Magistrate..... H. L. Begbie, Esq.....
 Date of commitment..... January 16, 1940.....
 Date to be released or paroled..... April 1, 1941.....
 Principal's recommendation.....
As this boy has been confined to the Boys'.....
Industrial School since January 16, 1940,.....
and since his behavior has been excellent,.....
we recommend that he be allowed to return.....
home on parole as from April 1, 1941.....

(signed) George Ross

Principal

Date..... March 26, 1941.....

Signed..... H. L. Begbie..... Date..... March 28, 1941.....
 Judge of the Juvenile Court

Approval of release by me signed on..... April 2, 1941.....

..... Elizabeth Harrison.....
 Superintendent of Neglected Children

There has been one follow-up officer for both the Boys' and Girls' Industrial School for several years. The officer, a Mrs. Moody, is a very capable person but her case load is far too heavy and she is not able to give proper attention to the interior of British Columbia as most of her time is spent in Vancouver, Victoria, and the lower coast district.

Even though the follow-up officer has secured excellent results in many cases, there is some objection to a woman being placed in charge of probation work with delinquent boys. A woman, no matter how efficient, cannot be as valuable as a competent man in boys' probation work. Most boys of the age of industrial school lads tend to be hero worshippers and their interest in the opposite sex, particularly in middle-aged women, is usually passive. To get the confidence and co-operation of any boy it is frequently necessary to arouse some bond of mutual interest. When attempting to stimulate this common bond, a woman is at a considerable disadvantage because, in most cases, it is a physical impossibility for her to participate in the games, activities, and general pursuits of teen age boys. On the other hand there is no doubt that a woman tends to be much superior in probation work with delinquent girls.

To illustrate the type of work being performed by the follow-up officer an adaptation of one of Mrs. Moody's¹ reports is included.

1. Prepared and submitted to the Superintendent, 1940.

The success of the past year in the work assigned to me has been progressively gratifying in many ways. My personal activity in the many cases coming within my jurisdiction has appreciated measurably, as will be seen from the following itemization:

Visits to homes.....	1,187
Visits to office.....	948
Business calls and interviews...	863
Telephone calls.....	986

It will be noted that a greater number of home visits were undertaken. This, I think, has resulted from a greater sense of harmonious responsibility assumed by parents, who, in a great many cases, are eager and anxious to give more spontaneous and desirable co-operation. In all cases this has resulted in the achievement of better results throughout the whole chain of effort.

In my work this past year, as a result of a more understanding sense of responsibility and a greater desire to assist in this invaluable work, a greater degree of effort was required with reference to contacts with business-men. I have found that business-men generally have demonstrated a real and a serious desire to co-operate to the end that the work in question, in so far as their part is concerned, is facilitated. The evident desire to co-operate should be highly commended, because in the re-establishment of these young men the facility and rapidity wherewith they can be fitted into suitable jobs is of paramount importance. I find it equitable, therefore, to pay this highly merited tribute to the business-men. In almost all cases the boys themselves have responded generously in becoming good, efficient employees and have merited the trust placed in them, which generally presents a happy picture.

As a result of greater facilities afforded to place the boys into positions in the industrial arena, there has not been required that degree of co-operation formerly afforded by the forestry camp administration, in the department of the Honourable the Minister of Labour, which in past years has been of great assistance.

In matters appertaining to relief, assistance on my part has not been required to the extent it was essential in previous years in so far as the boys and parents themselves are concerned and in the major number of incidents it was for and on behalf of indigent parents. It was thought wiser to give assistance in such cases in order to invite greater co-operation on the part of the parents involved in such cases.

A greater degree of effort was expended in endeavouring to supervise better companionship. In some cases, in order to insure non-contact with former undesirable associates, assistance was given in moving family residences, in fostering a closer contact with the parents and giving constant vigilance and advice to the boys in question.

I have been very happy to note the anxious and intense interest apparent in the boys towards entering in the militia to do their part as soldiers of our country. There are many instances of boys below age misrepresenting their age in order to enlist for active duty. The general interest evinced speaks well for the loyal and patriotic qualities of these boys.

The work becomes in volume progressively greater and in this way somewhat difficult to pursue to the meticulous degree required in order to attain satisfactory results. However, having regard to the time and effort expended, the resultant good is incalculable, inasmuch as the rehabilitation of a boy into society as a good citizen in the community whereof he forms a part is a work which cannot be gauged in financial equations.

I have also given a great deal of time, attention, and effort to preventive work, which is a branch of service of extreme importance. This work can only be done effectively by winning the confidence of those boys needing such assistance, by creating in their yet plastic minds a desire to do good, and by close and constant contact with the boy, the family, and the home. The importance of this work cannot be overestimated or overstressed.

The invaluable co-operation of Mr. Ross and

his staff of the Boys' Industrial School, and of Mrs. Westman and her associate attendants, together with other agencies such as the Social Service Exchange, Social Agencies, the Department of Neglected Children, Child Guidance Clinic, the Juvenile Court, the Chief Probation Officer, the Provincial and City Police Departments, the Provincial and City Relief Departments, the Public and High School Principals, and the Department of the Minister of Labour have all contributed immeasurably in making my year of work one abundant in success and in pleasure of service for me. To these agencies I express my sincere thanks for such co-operation and assistance as may have been given to me.

The year has been one of great satisfaction in its success, and while I feel that all things which might have been accomplished have not been done, yet it augurs well for a happier and more successful future in this highly important branch of social service.

"K. A. Moody,
Follow-up Officer, Boys' and Girls'
Industrial Schools."

CHAPTER V.

TREATMENT OF YOUNG DELINQUENTS COMMITTED
TO THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM

CHAPTER V.

TREATMENT OF YOUNG DELINQUENTS COMMITTED TO THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM

While attempting to mould the youths into useful citizens, an effort is made to equip them with qualifications and experience that will enable them to earn a living when they re-enter society. First of all every boy is kept in the best possible physical condition and enjoys excellent dental and medical care. In the year ending March 31, 1940, the mouths of seventy-two boys were carefully examined and record charts made. Thirty-nine hopelessly diseased teeth were extracted with the use of a local anaesthetic and a total of 229 carious teeth were filled. Twenty-two boys were treated for gingivitis, twenty received minor treatment for relief of pain, and three had teeth devitalized and the roots filled.

A full-time trained nurse is a valuable member of the Biscoq staff. After the boys have been examined by a medical doctor, it is her duty to be the chief first-aid dispenser and to attend to and keep a record of the minor accidents and sicknesses. Every boy has an individual medical report which shows his height and weight upon admission and subsequent gains or losses, the results of the Kahn test, and the chest X-ray. Space is also provided for a record of any illnesses, operations, special tests required, contagious diseases, and dental work. Boys are also given eye tests and

glasses are provided for those who require them. The boys suffering from more serious accidents and sicknesses are sent to the hospital. In one recent year nine boys had their tonsils removed, two were circumcised, one treated for an infected hand, one treated for gonorrhoea, and three had broken limbs set and placed in casts.

Certain departments are maintained to prepare boys to earn a living after their release. Because of the frequent short-term indefinite sentence, a boy can never receive sufficient training to enable him to compete with experienced workers as soon as he re-enters society. It is hoped, however, that the graduate will continue his education and vocational training and that the ground work received at Biscoq will prove most beneficial.

EDUCATION DEPARTMENT

All boys of school age must attend school when the instructor at the school feels that such training will prove beneficial. Boys of senior high school standing and ability are encouraged to continue with correspondence courses. Recently a boy completed his Junior Matriculation by this method. An examination of table XVI. shows that many of the boys are subnormal and 13.28 per cent are definitely feebleminded. It follows that academic training would be of little value. Boys of such low intelligence require special consideration. The following case illustrates

the manner in which many of the amentia patients are treated.

Henry was the illegitimate offspring of the wayward son of a respectable family and a common prostitute. A short time before his birth, his mother became the common-law wife of his father. She was probably a high grade moron and Henry was destined to a similar fate. His I. Q. was sixty-nine on the Stanford revision of the Binet test.

Henry showed no abnormal physical traits except rather poor eyesight. He started school at the age of six and immediately experienced difficulty in his scholastic career. At the age of twelve he had been pushed forward to grade four. Up to this period his home life had been far from ideal. His mother and father fought continually. He lived in a ramshackle house and his shiftless father was a poor provider and often left his family for months at a time.

Henry sought escape from the numerous home quarrels and spent much of his time running the streets. Finally he was caught for a slight misdemeanour charge and committed to the Boys' Industrial School at Port Coquitlam as being incorrigible.

When the writer first met Henry he had completed an eight year term. He had received an indefinite sentence but as his mother had died and his father did not want him he was kept in the institution for that long period. When Mr. F. C. Boyes became principal he personally took an interest in the boy

and made a great improvement in him. He assigned him routine jobs with slight responsibility. He was put in charge of a gang which scrubbed the shower-rooms and polished the floors. Henry made an excellent straw-boss in charge of a group consisting of several like himself and two younger boys. During the trades period from two till four o'clock each week day, Henry alternated between the greenhouse and shoe-shop. During various months he was put on the kitchen crew peeling potatoes and performing other similar jobs. He seemed quite proud when told that he held an important position, because, if he didn't peel the vegetables, the other boys would not be able to eat.

On one occasion an attempt was made to place Henry on a small farm in the interior of British Columbia. He was gone for three days. It took him one day to get there, he remained one, and returned the third. When asked for an explanation he said he became homesick.

When he had reached the age of twenty-one he could no longer be kept at Biscoq so was transferred to the Mental Hospital in New Westminster. Now he is working in the shoe-shop and is quite contented. If Henry is present when the writer walks by the grounds, he always shouts a loud welcome and rushes over to tell how well he is progressing.

In the spring of this year (1941), a survey was conducted in which an attempt was made to find the relationship between the achievement of Biscoq boys in certain school subjects as

compared with that of boys in the regular public school.

Accordingly, with the co-operation of the vice-principal, twenty Biscoq boys were selected, who would, it was hoped, represent a cross section of the school population. The average age of this group was 15.05 years which compares very closely with the 15.08 year average of 672 Biscoq lads. (See table VIII.) The average I. Q. was 83.5 which is a few points less than the mean I. Q. of 86.5 which had been calculated previously from 527 scores. (See table XVI.)

For comparison the boys of Division ten, the bottom grade eight class of the Lord Lister Junior High School, were chosen. This group was selected for several reasons: first, the average age and age-grade achievement was as near to the Biscoq boys as could be secured; second, the writer wanted to see how a group of backward boys compared with industrial school youths; and third, since there were several problem cases, a few of whom showed potential delinquency characteristics, in this Division ten, the author wanted to find out, if by the administering of various tests, he could diagnose and perhaps remedy some of the difficulties which were confronting the lads and their teachers. The results were highly enlightening.

As it was impossible to secure a sufficient number of a particular test because of Canadian custom laws, two different intelligence tests were given. The I. Q.'s of the Biscoq boys were calculated from the Stanford Revision of the Binet test and the I. Q.'s of the junior high school boys were

computed from the Otis Self-Administering test of Mental Ability. Achievement in school subjects was measured by the British Columbia Achievement test of 1933 and fundamentals of arithmetic by the British Columbia School Survey test. Information on spelling ability was secured from scores obtained on word list N of the Buckingham Extension of the Ayres Spelling Lists and data on comprehension in silent reading was obtained from the administration of Munroe's Revised Standardized Silent Reading test, form one. School rank was determined on the basis of achievement tests prepared by teachers for the 1940 Christmas examinations.

TABLE XI.

RESULTS OF TESTS--LORD LISTER JUNIOR HIGH SCHOOL BOYS

Initials	Age	I.Q.	Achievement 100 questions			Arithmetic 100 questions			Spelling	Silent Reading	School Rank
			T.*	R.	W.	T.	R.	W.	%	Total 16	No.=111
R. P.	13-7	117	94	60	34	70	55	15	91	14	50
E. D.	14-9	116	100	82	18	76	68	8	99	14	34
G. W.	13-1	113	100	56	44	79	66	13	99	14	92
A. K.	12-10	112	98	65	33	68	50	18	99	16	99
T. M.	14-4	110	97	64	33	82	75	7	98	15	61
L. C.	13-10	107	82	58	24	80	66	14	99	16	68
T. F.	13-6	99	83	49	34	78	62	16	87	13	88
C. R.	13-11	99	90	51	39	54	39	15	80	13	88
G. A.	14-7	99	79	40	39	68	47	21	78	15	93
M. M.	13-10	99	93	50	43	59	46	13	94	13	93
A. W.	14-4	98	93	54	39	44	38	6	90	12	88
D. R.	13-11	97	96	52	44	92	77	15	83	12	83
J. P.	13-0	94	85	54	31	74	63	11	93	14	38
E. B.	13-10	93	93	54	39	58	45	13	97	14	109
K. B.	14-0	92	92	48	44	62	45	17	88	15	72
D. G.	14-2	90	99	49	50	79	60	19	85	13	97
F. M.	15-3	89	99	55	44	71	51	20	37	9	108
G. S.	14-10	86	92	41	51	63	39	24	82	9	111
I. R.	15-3	70	98	45	53	75	63	12	72	6	99
L. B.	15-10	64	96	51	45	65	50	15	99	10	103

Average age = 14.14 years. Average I. Q. = 97.20

*T--Tried, R--Right, W--Wrong

TABLE XII.RESULTS OF TESTS--BISCOQ BOYS

<u>Initials</u>	<u>Age</u>	<u>I.Q.</u>	<u>Achievement</u>			<u>Arithmetic</u>		
			<u>Tried</u>	<u>Right</u>	<u>Wrong</u>	<u>Tried</u>	<u>Right</u>	<u>Wrong</u>
P. O.	12-11	103	48	24	24	55	44	11
N. K.	13-11	100	66	35	31	90	82	8
A. K.	16-1	99	63	48	15	54	49	5
S. L.	15-7	95	99	58	41	82	71	11
G. H.	15-6	95	99	62	37	86	78	8
O. F.	14-3	90	49	28	21	53	48	5
K. O.	17-0	88	57	47	10	77	70	7
C. M.	14-8	85	98	44	54	91	76	15
L. N.	12-0	85	16	8	8	45	33	12
R. B.	16-5	83	86	38	48	79	66	13
B. F.	14-1	81	75	34	41	61	36	25
T. K.	15-0	81	30	17	13	49	39	10
A. C.	13-4	80	94	30	64	71	40	31
H. H.	15-11	75	66	34	32	67	55	12
W. B.	12-9	75	20	6	14	36	28	8
H. B.	15-9	73	51	27	24	65	48	17
R. G.	17-1	72	99	40	50	44	27	17
A. M.	16-10	71	98	48	50	68	45	23
W. D.	15-11	70	87	55	32	73	58	15
J. W.	16-0	69	17	4	13	29	19	10

Average age = 15.05 years. Average I. Q. = 83.50

The results show that in comparison with this academically retarded junior high school group of boys the Biscoq lads were definitely inferior in intelligence. A difference in the mean of 13.7 which is significant since a critical ratio of 3.6 was found. Eighty-five per cent of the industrial school boys had scores less than the average of the junior high school students.

The junior high school boys were decidedly superior on the achievement test. They averaged 53.9, a significant difference of 19.55 points higher than the Biscoq average of 34.35. The public school lads tried 1,859 questions, 550 more than the

Biscoq boys, and obtained 57.9 per cent correct of all questions attempted. The industrial school youths tried 1,309 questions and answered 52.5 per cent correctly.

The rank difference correlation coefficient between the intelligence and achievement test scores of junior high school boys was found to be $.65 \pm .09$. Changing rho into a product-moment correlation, r becomes $.67$ with a probable error of $.07$. The rank difference correlation between the intelligence and achievement test scores of Biscoq boys was computed as $.17 \pm .15$ which is equal to a product-moment correlation of $.18 \pm .15$. In the preceding calculations all measures of reliability are in terms of probable error. Garrett and Schneck, when reviewing various studies showing the correlation between intelligence test results and standardized school achievement test scores report a range from .30 to .60 in coefficients with a mean correlation of about .45.

It has been illustrated that a group of Lord Lister Junior High School boys shows a correlation of $.67 \pm .07$ between intelligence and achievement scores. On the other hand, the Biscoq boys for the same two sets of measures show a correlation of only $.18 \pm .15$ which is not significant. Everything being equal this large discrepancy between these two

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1. Garrett, H. E. Statistics in Psychology and Education. New York, Longmans, Green, & Company, 1940. p. 362.
 2. Garrett, H. E. and Schneck, M. R. Psychological Tests, Methods, and Results. New York, Harper & Brothers, 1933. Chapter 2, p. 51.

measures of correlation should not appear. The fact that different intelligence tests were used for the two groups might account for some small disparity but would hardly explain such an enormous gap. This lack of close relationship between intelligence and achievement test scores on the part of the Biscoq boys may indicate emotional instability. Then again, as seventy per cent of the Biscoq boys were subnormal (had I. Q.'s below ninety), they might well have developed a negative attitude toward achievement tests and consequently not produced their best efforts. Since the intelligence tests presented novel situations it is probable that the Biscoq boys worked close to maximum efficiency. The apparent incongruity also might have been due to the greater similarity between the group test and the achievement test than between the Stanford-Binet test and the achievement test.

In the arithmetic fundamentals test the junior high school boys averaged 55.75, the Biscoq boys 50.6, and with a critical ratio of 1.07 the difference between these results is not significant. Out of 1,397 questions attempted the day school boys missed only 292 and thus had 79.1 per cent accuracy. The Biscoq boys answered fewer questions but showed approximately an equal degree of accuracy with 79.3 per cent correct of all questions attempted.

Between junior high school boys' intelligence and arithmetic scores computed by the rank difference method and then transferred to the product-moment method, r equals $.34 \pm .13$.

Between Biscoq boys' intelligence and arithmetic scores, r equals $.58 \pm .09$.

The correlation between the Lister boys' intelligence and arithmetic scores is not significant because it is not four times the probable error. The correlation between the scores of Biscoq boys on a similar set of tests, however, is significant. These results tend to contradict the correlations obtained between intelligence and achievement test scores. This disparity is difficult to explain on the basis of fatigue as with both groups the intelligence tests were administered first and the arithmetic last. The Lister boys, however, wrote their arithmetic test when they should have been at a popular art class so perhaps did not put forth their best efforts. Each Biscoq boy, on the other hand, was promised a chocolate bar when he completed his final test and this anticipated reward might have produced the results obtained.

Only three sets of scores on Biscoq boys could be obtained because of the time element and the changing population. These tests were given on Sunday as this was the only available time the author could visit the school. Since the tests were administered to almost half the school enrolment and necessitated their absence from work duties, the whole work programme of the school was disrupted. Even though the officials in charge were most co-operative, it was possible to give only three tests on the one available day. When an attempt was made to administer tests at a later date, it was found that several of the group had been released and that two had

taken "French leave". To use another group for this experiment would obviously have been valueless.

After analysing the results, it can be seen that the boys of the bottom grade eight class of a city junior high school are superior to a group of Biscoq boys in intelligence, general achievement, and in speed of performance in arithmetic. These results are upheld by the fact that, even though younger on the average, the day school boys all had reached grade eight while the average grade attainment of the industrial school lads was between six and seven.

Although, for reasons stated previously, no more testing was carried on with the Biscoq group, the author was able to administer other tests to the junior high school boys. To give a wider picture of the Lister school group, correlations between the results of these tests and intelligence ratings follow:

Intelligence and spelling----- $r = .52 \pm .11$

Intelligence and silent reading-- $r = .69 \pm .08$

Intelligence and school rank----- $r = .63 \pm .09$

In all the correlations except those between the Biscoq boys' intelligence and achievement scores and between the intelligence and arithmetic scores of the junior high school boys, r is more than four times the probable error. Therefore the correlations are significant.

One must be skeptical when accepting correlations obtained from an experimental group of only twenty students. It is felt, however, that this project has been a success

for two reasons: first, the results seem to coincide with the findings of many well known psychologists; and second, the author has achieved a closer understanding of the relationship between his pupils and the Biscoq boys and himself.

The administration of the tests of this experiment played an important part in helping some of the junior high school "problem cases" adjust their behavior in a more socially-acceptable manner. It is not maintained that these tests were solely responsible for any marked changes but there is no doubt that they did have some bearing. While watching the boys work at the tests and while correcting the papers valuable information was gathered for later private discussions. Some of the other teachers caught the spirit of the testing movement and began to discuss some of the boys and the very fact that these men and women took a new interest in their pupils proved beneficial to the pupils affected. The new interest seemed to spread to the boys themselves. One pupil, G. W., was so impressed by this new bond with his teachers that he skyrocketed from obscurity in the student body to one of the leading pupils in a competition in which every girl and boy in the school participated.

TAILORING DEPARTMENT

In a typical year thirty boys of the Boys' Industrial School received instruction in sewing and general repairing of clothing. The following articles were made by the boys

under supervision of an instructor: 95 pairs of denim pants, 62 pairs of tweed pants, 187 pairs of shorts, 24 khaki aprons, 2 curtains, 48 tea-towels, 111 pillow-cases, 150 hand-towels, 144 sheets, 12 table-cloths, and 45 pillow-ticks. In addition 28 suits and 59 pairs of pants were pressed and such varied jobs as repairing tumbling mats, mattresses, and attaching number tags to purchased garments were completed.

MOTOR MECHANICS DEPARTMENT

This department has grown in popularity with the boys until now it has one of the largest enrolments. Various projects are studied and completed by members of this class. One project which the boys finished gave them experience in the fitting of rings, honing out of cylinders, fitting of wrist-pins, taking up main and connecting-rod bearings, grinding valves, replacing a broken spring, installing shock absorbers, and adjusting brakes. On another occasion a generator problem came up for attention. The ammeter showed a heavy charging rate and apparently no previous work had been done on it. The boys discovered a very dirty set of brushes and that the commutator-bars needed attention. As soon as they had remedied these conditions the generator was as good as new.

The motor mechanics department is laying the foundation for future employment for those boys that have the ability in Diesel engineering, aeronautics, and electrical engineering.

MANUAL ART DEPARTMENT

Instruction in this department is given in wood-working, draughting, forging, electricity and sheet-metal work and practically every boy at some time during the year takes advantage of the training facilities offered. To show the distribution of interest during a two month period, 29 boys enrolled for wood-working, 14 for electricity, 8 for forging, 5 for draughting and 4 for sheet-metal work.

Many maintenance projects are assigned to this department and in one year three tables and a magazine end-table were constructed for the office of the Superintendent of Neglected Children. For the Industrial School itself 3 novelty tables were made, a chesterfield repaired, window-screens built, the interior of the sewing-room was equipped with cup-boards and racks for clothing, 175 seed-boxes were built for the green-house, a vaulting-box for the gymnasium was constructed, and many small models and other projects were completed by the boys.

AGRICULTURE DEPARTMENT

Boys who intend to become farmers receive an excellent training in this department. All boys at some time or other must work on an agricultural project. In one year 5,046 lbs. of potatoes; 25 lbs. onions (Dutch sets); 440 lbs. onions (green); 593 lbs. (seed); $4\frac{1}{2}$ lbs. radishes; 275 lbs. beans (green); 264 lbs. beets (tops); 2,260 lbs. beets (roots); 2,735 lbs. carrots; 1,206 lbs. parsnips; 1,976 lbs. cabbage;

207 lbs. cabbage (green); 169 lbs. leeks; 170 lbs. cauliflower; 23 lbs. peas; 1,194 lbs. tomatoes; 124 dozen corn (cob); 308 head lettuce; 285 stocks celery; 270 lbs. raspberries; and 252 lbs. of rhubarb were produced and used by the culinary department.

Beautiful chrysanthemums, geraniums, and other flowers and potted-plants are grown in the gardens and green-house.

KITCHEN AND CULINARY DEPARTMENT

In this department all the boys (a rotation system is used) get practice in dishwashing. A few are given definite instructions in cooking and in the preparation of meals by an experienced chef. The staff dining-room boys receive training which might help them obtain positions as stewards or waiters.

The menus for the Biscoq boys are prepared by a dietitian. The following menu represents a typical day:

Breakfast--Cream of wheat porridge, buttered toast,
coffee and milk.

Dinner-----Roast beef, gravy, potatoes, cabbage, carrots,
bread, rice pudding, milk.

Supper-----Cold meat, vegetable salad, bread and butter,
stewed rhubarb, cookies, tea and milk.

RECREATION DEPARTMENT

Practically all indoor and outdoor sports engaged in the lower coast district of British Columbia are played in season. The school has an excellent gymnasium and one of the

largest indoor swimming pools in the province and every boy spends a great deal of his time in the water either learning to swim or practising the various branches of life-saving.

The athletic division of the recreation department is undoubtedly one of the most potent contributors in the rehabilitation programme. During the past few years the Boys' Industrial School has been fortunate in having some of the finest athletes and coaches in Canada as physical education instructors. All boys are encouraged to play games and they are taught sportsmanship, co-operation, how to win or lose gracefully, and are shown the benefits of physical fitness. Many boys have never really had an opportunity to play before their commitments. The case of one boy is recalled who had the qualifications necessary to develop into a reasonably good athlete. When asked if he had played many games before, he answered in the negative. When asked why, he replied, "I never had much time. My father made me work everyday before going to school and as soon as I arrived home." Once this boy started to play and became reasonably efficient at games his whole attitude seemed to change.

To improve the standard of their athletic ability and to show them how other boys play, the Biscoq boys in good standing have the privilege of competing against outside teams.

Various clubs such as dramatic, aeroplane, boat, stamp, and photographic clubs make up another important division of

the recreation department. Membership to these self-governed groups is by vote only and vacancies are eagerly sought after by the new boys.

In an attempt to let every boy see his progress, a conduct rating-sheet has been prepared. Each boy receives a subjective rating of his successes in the various activities. The boys are encouraged to discuss their records whenever they so desire. A sample conduct sheet follows:

CONDUCT SHEET

NAME.....Willie Dowe.....AGE....16...RATING.....GRADE.....
 DATE OF ADMISSION...Nov. 3, 1938.....PLACE...Port Alice.....
 TYPE OF OFFENCE...Theft.....NO. OF COMMITMENTS....1.....

HABITS

	On entry	Improvement Made				On Leaving			
Punctuality	C	C	C	B	B	B	A	A	A
Cleanliness	C	B	C	B	B	B	B	A	A
Carefulness	C	C	C	B	B	B	A	A	A
Speech	B	B	B	B	B	B	B	B	B
Honesty	B	B	C	C	B	B	B	B	B
Smoking	Yes								
Table Manners	C	C	C	B	C	C	C	C	B

WORK PROGRAM

	On entry	Improvement Made				On Leaving
School						
Dormitory	B	B	B	C		B
Kitchen						
Garden						
Shoe Shop						
Tailor Shop						
Farm						
Blacksmith						
Cottage	A	A	A	B		A

PLAY PROGRAM

	On entry						Improvement Made				On Leaving			
P. E.	B	B	B	B	B	B	-	-	B	B+	B	B	B	B+
Swimming	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Lacrosse	-	-	-	-	-	B+	A	A	-	A	-	A	-	A
Baseball	-	-	-	-	B	B	B	B	-	B	-	B	-	B
Volley Ball	-	-	-	-	-	-	-	C+	-	-	-	-	-	-
Ping Pong	-	-	-	-	C+	-	-	C	-	-	-	C+	-	C+
Football	B+	B+	B+	B+	B+	B+	A	A	A	A	A	B+	-	B+
Basketball	B	B+	B+	B+	B+	B	A	A	A	A	A	A	-	A

SHOP WORK

	On entry						Improvement Made				On Leaving			
Metal														
Wood	C	C+			B	B	B	A	B	B				
Drafting														
Electricity														
Motor Mechanics														
Tailor Shop														
Shoe Shop														
Kitchen														

MISDEMEANOURS (record on back of sheet)

None

CHAPTER VI.

ANALYSIS OF JUVENILE DELINQUENTS COMMITTED
TO THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM

CHAPTER VI.

ANALYSIS OF JUVENILE DELINQUENTS COMMITTED TO THE BOYS' INDUSTRIAL SCHOOL AT COQUITLAM.

Some of the general findings which have been presented indicate the need for a more detailed analysis of some of these data. In the following pages, therefore, an attempt has been made to include information which might substantiate or clarify any suggestions put forward in the preceding chapters.

TABLE XIII.

PARENTAL RELATIONSHIPS OF 543 BISCOQ BOYS¹

	<u>Cases</u>	<u>Per cent</u>
Both parents living-----	336---	61
Both parents dead-----	25---	5
Mother living and father dead-----	66---	} 23
Father living and mother dead-----	58---	
Stepfathers-----	33---	} 11
Stepmothers-----	25---	
Total-----	543	100

Sixty-one per cent of the boys came from families in which both parents were living; twenty-three per cent where there was only one parent living; eleven per cent from homes in which there was either a stepmother or stepfather; and five per cent of the lads were orphans. In approximately two-fifths of the cases committed to Biscoq, broken homes probably play a part in producing delinquent behavior.

There seems little doubt that lack of parental control and improper home relationships are important contributing factors in the anti-social conduct of many of the youths.

1. Official Biscoq records.

Adequate parental education might prevent many of the convictions. Mention might be made of an attempt to solve this problem of incompetent parental control. In England a movement has been started whereby mothercraft will be taught to girls of junior and senior high school age. A report issued from London corroborates this statement. "Doctors, teachers, probation officers, and social workers agreed at a meeting here that the only way to wipe out juvenile delinquency is to teach mothercraft in the schools to every girl between 12 and 16¹ years of age."

TABLE XIV.

CHARGES RESULTING IN COMMITMENT TO BISCOQ²

Theft-----	626	Forgery-----	4
Breaking, entering		Unlawful possession	
and stealing-----	255	of fire-arms-----	4
Incorrigible-----	144	Returned wards-----	3
Sex offences-----	32	Horse-stealing-----	4
Receiving stolen		Violation of	
property-----	24	Railway Act-----	3
Assault-----	22	Hold-up-----	3
Vagrancy-----	12	Drunkenness-----	3
Damage to		Escaping from	
property-----	15	custody-----	1
False pretences-----	9	Neglected child-----	1
Arson-----	6	Attempt suicide-----	1
Murder-----	1	Total-----	1,173

From table XIV. it appears that the majority of boys are sent to the Industrial School for some form of crime against property. Theft charges are the most frequent. With sex charges predominating, only five per cent of the commitments are for offences against persons. Approximately twelve per cent of the boys are committed as being incorrigible which may be another way

1. Vancouver Sun. Tuesday, July 29, 1941. p. 6.

2. Official Biscoq records.

of stating that at least one boy in ten comes from a family governed by incompetent parents.

TABLE XV.

LENGTH OF SENTENCES OF 673 BISCOQ BOYS

Six months-----	7
Nine months-----	1
One year-----	6
Two years-----	188
Two and one-half years-----	1
Three years-----	31
Four years-----	20
Five years-----	7
Indefinite and undefined-----	178
Section 16, "Juvenile Delinquents Act 1908"---	122
Section 20, "Juvenile Delinquents Act 1929"---	112
Total-----	673

During the past few years there has been a gradual change in the general policy regarding the length of sentences. Formerly, regardless of offence, most boys were committed for a definite period, usually for two years. During the Brankin administration a boy had to earn a definite number of credits before being released. In many cases, however, where a sufficient sum had not been accumulated, it was necessary to serve additional time in order to secure the desired total. Now, on the other hand, practically all the sentences are based on the Juvenile Delinquents Act of 1929.

The Juvenile Delinquents Act was originally passed by the Dominion Government in 1908. It has been amended several times with the amendment of 1929 being the most notable. It was drawn

1. Official Biscoq records.

up with great care by legal and social welfare authorities and is a most enlightened and progressive piece of legislation. It provides that charges against juvenile offenders must be dealt with by juvenile courts wherever these are established by order of a Provincial Government. It gives broad powers to the judge to deal with the juvenile in the manner which appears to be best for his welfare, and it provides that "the juvenile delinquent shall be treated not as an offender, but as one in a condition of delinquency, and therefore requiring help and guidance and proper supervision". Children under twelve years of age, the Act expressly states, are not to be committed to an industrial school, except as a last resort, after other methods of reformation have failed. The children committed to industrial schools under this Act are given an indeterminate sentence and may be released at any time on the order of the judge of the juvenile court and the Provincial Superintendent of Neglected Children. Since the recommendations of an industrial school superintendent are carefully considered, there is created, in effect, a committee of three people to pass upon the question of release.

Commitments based on the Juvenile Delinquents Act of 1929 give the Superintendent of the Boys' Industrial School a much freer hand because he is able to suggest that boys be sent home whenever he thinks they have earned such an opportunity.

In table XV., the last three classifications are quite similar. From the early history of the Industrial School until

the present time some country magistrates have never actually referred to a definite Federal Act when meting out an indeterminate sentence. As a result there appears a special "indefinite and undefined" classification in table XV. Previous to the 1929 amendment to the Juvenile Delinquents Act, the indefinite Biscoq commitments, not included above, were based on the Juvenile Delinquents Act of 1908. In the majority of indefinite sentences today, however, the amended Juvenile Delinquents Act of 1929 is used.

After the introduction of the Simon-Binet tests to the United States of America, investigators attempted to determine the mental status of young delinquents "scientifically". As might be expected many workers announced the significance of intelligence as a causal factor in anti-social behavior. Thus ¹Goddard proclaimed, in 1914, that at least fifty per cent of all criminals were mentally defective. ²Pintner stated that at least forty-six per cent of all delinquents were feeble-minded. Others agreed with Terman, "That all feeble-minded ³children are potential criminals or delinquents."

Because the first tests were not properly standardized, directions for administering and scoring were too subjective,

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1. Goddard, H. H. Feeble-Mindedness. Its Causes and Consequences. New York, The Macmillan Co., 1920 (revised edition), p. 9.
 2. Pintner, Rudolf. Intelligence Testing. New York, Henry Holt and Company, 1923. p. 285.
 3. Terman, L. M. The Measurement of Intelligence. New York, Houghton Mifflin Company, 1916. p. 11.

and various methods were used for computing intelligence quotients, errors and discrepancies in results were inevitable. These early results, therefore, cannot be accepted as altogether authentic.

Today intelligence tests are prepared, administered, and standardized in a more scientific manner. Consequently the results are much more accurate than those of the early stages of intelligence testing. Instead of the large percentage of delinquency attributed to feeble-mindedness by the earlier investigators, the relatively recent work carried on by Healy and Bronner, the Gluecks, and others indicates that only about thirteen per cent of young delinquents are feeble-minded. With 4,000 cases Healy and Bronner report 13.5 per cent, and with 979 cases the Gluecks report 13.1 per cent as being feeble-minded. The writer has made two surveys with Biscoq boys. In the first of 300 cases thirty-nine boys or thirteen per cent were found to have I. Q.'s below seventy. On the second with 527 subjects (see table XVI.) seventy boys or 13.28 per cent were definitely feeble-minded and many of them should have been sent to a proper mental institution rather than to an industrial school.

The intelligence quotients in table XVI. were computed from tests administered by R. Straight, Director, Bureau of Measurements, Vancouver School Board, by Dr. Pilcher of the

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1. Healy, W. and Bronner, A. op. cit., p. 151.
 2. Glueck, S. and Glueck, E. One Thousand Juvenile Delinquents. Cambridge, Harvard University Press, 1934. p. 102.

Psychology Department of the University of British Columbia, by E. Blagburn, Biscoq school teacher, and by the writer. The 1916 Revision of the Stanford-Binet and the National Scale A Form 3 intelligence tests were used.

TABLE XVI.

INTELLIGENCE QUOTIENTS--527 CASES

1

<u>I. Q. Cases</u>	<u>I. Q. Cases</u>	<u>I. Q. Cases</u>	<u>I. Q. Cases</u>
128----1	104----13	80---- 9	56-----3
127----0	103---- 4	79---- 5	55-----2
126----1	102----13	78----18	54-----0
125----0	101---- 5	77---- 9	53-----3
124----1	100----14	76---- 5	52-----2
123----0	99----19	75---- 7	51-----2
122----0	98----14	74---- 2	50-----4
121----1	97----11	73----11	49-----2
120----2	96----13	72----11	48-----0
119----0	95----20	71---- 4	47-----1
118----1	94----14	70----10	46-----0
117----0	93----11	69---- 2	45-----2
116----3	92----18	68---- 9	44-----0
115----0	91---- 7	67---- 2	43-----0
114----1	90----10	66---- 2	42-----0
113----1	89----16	65---- 5	41-----3
112----7	88----14	64---- 2	40-----2
111----3	87----17	63---- 2	39-----2
110----1	86----18	62---- 3	38-----1
109----1	85----22	61---- 2	37-----0
108----6	84----14	60---- 2	36-----0
107----7	83---- 7	59---- 3	35-----2
106----6	82----10	58---- 4	Total----527
105----7	81----12	57---- 0	

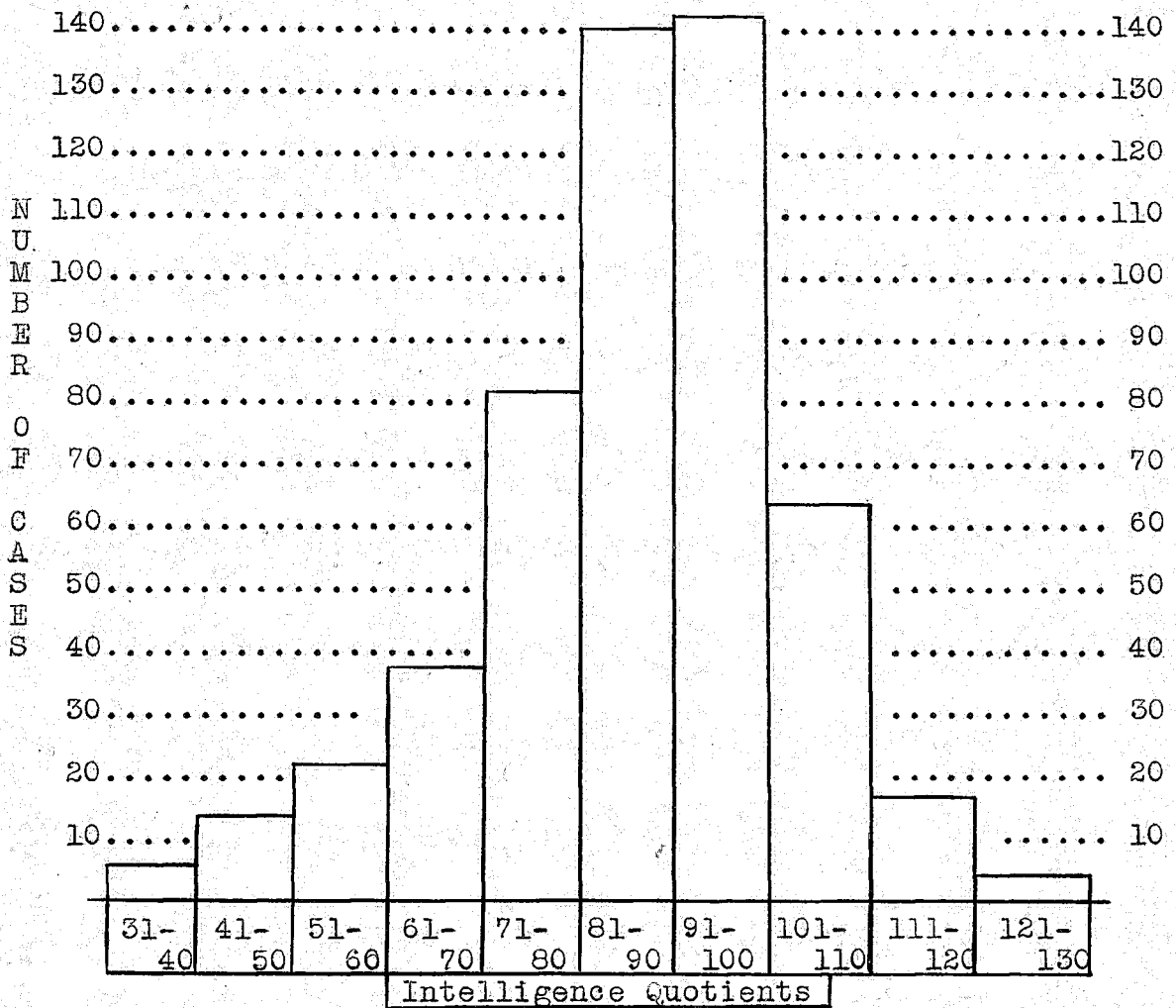
Mean intelligence quotient-----86.55
 Median intelligence quotient-----83.72₂
 Mode of the intelligence quotients-----95.00²
 Standard deviation of the intelligence
 quotient-----16.90
 Feeble-minded (Below I.Q. 70) 70 cases or 13.28%

Table XVII. shows that the distribution of intelligence quotients of 527 Biscoq boys ranges from 35 to 128 and falls into

-
1. Official Biscoq records.
 2. See table XVII.

TABLE XVII.

1

DISTRIBUTION OF I. Q.'S OF 527 BISCOQ BOYS

an approximate normal curve. A predominance of scores below ninety produce a slightly negatively skewed curve. From tables XVI. and XVIII. it is interesting to note that only 4.3 per cent of the boys committed to Biscoq have I. Q.'s above the normal maximum of 109 while a fraction more than thirteen per cent are definitely feeble-minded.

1. From table XVI.

TABLE XVIII.

CLASSIFICATION OF INTELLIGENCE QUOTIENTS
OF 527 BISCOQ BOYS

<u>I. Q.</u>	<u>Class</u>	<u>Number</u>	<u>Per cent</u>
Above 140---	Gifted-----	0----	0.0
120---139---	Very superior---	6----	1.1
110---119---	Superior-----	17----	3.2
90---109---	Normal-----	213----	40.4
80---89---	Dull normal-----	139----	26.4
70---79---	Borderline-----	82----	15.6
50---69---	Moron-----	55----	10.4
20---49---	Imbecile-----	15----	2.9
Below 20---	Idiot-----	0----	0.0
Total-----		527----	100.0

In so far as I. Q. rating is concerned the Biscoq subjects were similar to other groups of young delinquents which have been investigated in various parts of North America and England. In table XIX. is given a summary of these findings.

TABLE XIX.

<u>Investi- gator</u>	<u>Year</u>	<u>Number Investi- gated</u>	<u>Place</u>	<u>Average I. Q.</u>
Burt	1925	197	London	89
Healy and Bronner	1926	4000	Chicago	90
Merrill	1926	236	J. D. Court cases	82
Armstrong	1927	553	New York House of Refuge	78
Fenton	1935	400	Whittier State School	92
Livingston	1935	407	Indiana Boys' School	89
Lane and Witty	1935	700	St. Charles (Ill.) Boys' School	87.96
Wright	1941	527	Biscoq	86.5
Total cases		7020		88.4

1. From table XVI.

TABLE XX.

<u>NATIONALITY OF PARENTS OF 250 BISCOQ BOYS</u>		1
American (both)-----	19	French-Scotch----- 1
American-Indian-----	1	Greek (both)----- 1
Austrian (both)-----	1	Hiwaiian-English--- 1
Canadian (both)-----	44	Icelander (both)--- 1
Canadian-American-----	5	Indian (both)----- 9
Canadian-Austrian-----	1	Irish (both)----- 3
Canadian-English-----	8	Irish-Swede----- 1
Canadian-French-----	11	Italian (both)----- 5
Canadian-German-----	1	Japanese (both)---- 3
Canadian-Indian-----	2	Jewish (both)----- 1
Canadian-Irish-----	7	Luthanian (both)--- 1
Canadian-Norwegian-----	1	Norwegian (both)--- 2
Canadian-Scotch-----	5	Polish (both)----- 3
Canadian-South American-	1	Polish-Rumanian---- 3
Canadian-Swede-----	1	Roumanina (both)--- 2
Canadian-Welsh-----	1	Russian (both)----- 7
Chinese (both)-----	1	Scotch (both)-----18
Dutch (both)-----	1	Scotch-American---- 2
Dutch-Scotch-----	1	Scotch-English----- 2
English (both)-----	41	Scotch-Irish----- 5
English-American-----	2	Serbian (both)----- 5
English-Irish-----	9	Swede-Norwegian---- 1
English-Welsh-----	1	Welsh (both)----- 3
French (both)-----	2	Ukranian (both)---- 2
French-Belgian-----	1	Total-----250

British subjects 175 or 70%. Foreigners 75 or 30%

Of 250 cases committed to Biscoq between the years 1935 to 1938 inclusive, children of British subjects contributed seventy per cent while those of foreign parentage were responsible for thirty per cent of the juvenile crimes. The infrequent commitment of Orientals bears mentioning. Although Japanese and Chinese make up about eight per cent of the total population of British Columbia, they contribute

only a fraction over one per cent of the youths sentenced to the Boys' Industrial School.

TABLE XXI.

RECIDIVISM IN CANADA

<u>Year</u>	<u>Total Number of Delin- quents</u>	<u>First Offen- ders</u>	<u>Second Offen- ders</u>	<u>Third Offen- ders</u>	<u>Fourth Offen- ders</u>	<u>Fifth or More</u>	<u>Total Repeat- ers</u>	<u>Per cent of Total Delin- quents</u>
1927	5,156	3,829	648	293	167	219	1,327	25.74
1928	5,063	3,933	501	238	135	256	1,130	22.32
1929	5,106	3,918	425	287	165	311	1,188	23.27
1930	5,653	4,354	527	296	169	307	1,299	22.98
1931	5,311	4,013	540	308	158	292	1,298	24.48
1932	5,096	3,660	597	323	199	317	1,436	28.18
1933	5,144	3,787	586	339	145	287	1,357	26.38
1934	5,353	3,907	617	357	177	295	1,446	27.01
1935	5,514	4,053	674	397	185	205	1,461	26.50
1936	4,970	3,446	721	353	203	247	1,524	30.66

In table XXI. the figures show that in Canada the proportion of repeaters was greater in 1936 than for any other year given. In 1936 approximately one in every three juvenile delinquents had been in court before, one of every seven had had one previous conviction, and one of every six more than one previous conviction. The average year shows one in four, one in nine, and one in six respectively in the preceding groups.

2

From these 1936 data it appears that 1,524 repeaters were arrested and convicted in Canada on an average of 2.9 times each.

3

The Gluecks found that each recidivist included in their Boston

1. Annual Report of Juvenile Delinquents for Canada 1936.

2. Later data not available.

3. Glueck, S. and Glueck, E. op. cit., p. 233.

survey was indicted an average of 3.6 times. In a survey conducted by the writer in 1938 one in every five of the Biscoq commitments had been sentenced before.

TABLE XXII.

RELIGIOUS STATISTICS OF 873 BISCOQ BOYS¹

Apostolic Faith-----	1
Baptist-----	36
Bible Student-----	1
Brethren-----	2
Buddhist-----	2
Chinese Mission-----	1
Christian Science-----	5
Church of England-----	150
Congregational-----	1
Doukhobor-----	2
Four Square-----	3
Gospel Hall-----	1
Greek Catholic-----	12
Greek Orthodox-----	2
Inter-denominational-----	1
Jewish-----	1
Latter Day Saints-----	2
Lutheran-----	15
Methodist-----	56
Mission-----	2
New Thought-----	1
Non-denominational-----	10
Pentecostal-----	12
Presbyterian-----	162
Protestant (Unclassified)-	10
Pyramid Temple-----	2
Roman Catholic-----	225
Russian Church-----	2
Salvation Army-----	30
Seventh Day Adventist-----	8
United-----	115
Total-----	873

In table XXII. the figures are somewhat misleading.

The data tend to give the impression that an unwarranted proportion of the young delinquents are Roman Catholics. It must

1. Official Biscoq records.

be realized, however, that while many branches of the protestant faith are listed, the Roman Catholics are classified under one heading only. The religious statistics are included, not to suggest that any one denomination produces more juvenile delinquents than any other but, to point out that no one religion has a monopoly. The boys when entering Biscoq indicate on their admission report-sheets the religious faith to which they belong. Close association with the youths, however, leaves little doubt as to the lack of ecclesiastical training before their commitment to the Industrial School.

Church services are held every Sunday for all the boys at Biscoq. In the morning the Roman Catholics attend church at Port Coquitlam while, in the afternoon, services are conducted for the balance of the school population in the Biscoq auditorium by various protestant organizations. Both groups have Bible study periods once a week.

TABLE XXIII.

BIRTH PLACES OF 673 BISCOQ BOYS

British Columbia-----	388	England---	32
Alberta-----	78	Ireland---	3
Saskatchewan-----	52	Wales-----	5
Manitoba-----	18	China-----	2
Ontario-----	20	Finland---	1
Quebec-----	1	Galicia---	1
Prince Edward Island---	1	Holland---	1
Nova Scotia-----	4	Italy-----	4
Australia-----	2	Norway---	3
Scotland-----	14	Poland---	2
South Africa-----	1	Russia---	5
Czecho-Slovakia-----	3	Sweden---	3
Switzerland-----	1	U. S. A.--	28
		Total----	673

Table XXIII. shows that 388 boys or fifty-eight per cent were born in British Columbia; 562 or eighty-three per cent in Canada; 619 or ninety-two per cent in the British Empire; and fifty-three or eight per cent in parts of the world foreign to the British Empire.

CHAPTER VII.

COMPARISON OF METHODS IN THE LIGHT
OF RESULTS AND CONCLUSIONS

CHAPTER VII.

COMPARISON OF METHODS IN THE LIGHT

OF RESULTS AND CONCLUSIONS

How successful is the present method of dealing with juvenile delinquents in British Columbia? How do the rehabilitation programme and follow-up records compare with those in other similar institutions in North America? How do the graduates of the new administration compare with those of the Brankin regime? These and numerous other questions of the same type have been asked by many people in British Columbia.

The writer conducted a survey in 1938 (see table XXIV.) on 230 chronologically consecutive cases and found that a remarkably small number (20.42 per cent) of boys were recidivists to Biscoq or received sentence by a higher court after being released from the Industrial School. It must be pointed out, however, that in this survey, a sufficient time had not elapsed between the initial commitments and the follow-up work to make the percentage of apparently successful adjustments reliable.

TABLE XXIV.

FOLLOW-UP RECORDS OF 230 BISCOQ BOYS

Home-----	153	or 66.52%	
Oakalla-----	17		
Penitentiary-----	8	} or 11.73%	} 20.42%
F. Saskatchewan Jail-----	2		
Repeaters-----	20	or 8.69%	
Transferred to Mental Hospital--	5		
Foster Home-----	12	or 5.21%	
Working away from home-----	11	or 4.78%	
Deported-----	1		
Dead-----	1		
Total-----	230		

In order to secure results over a longer period, data were gathered on the behavior of two hundred Biscoq boys subsequent to their release from the corrective institution. Information was secured on two groups. The first consisted of one hundred of the same boys who were used in the 1938 survey who were committed to the Industrial School from July 1, 1934 to February 18, 1936 and who came under the influence of the administration of Mr. F. C. Boyes. The second group consisted of one hundred boys who had entered the school in the January 1, 1930, to April 3, 1931 interval during the principalship of Mr. David Brankin. The complete findings with respect to these two groups appear in Appendix C and a summary is presented in table XXV.

Before conclusions can be drawn as to the number of Biscoq graduates who had either succeeded or failed in readjusting their behavior in a socially-approved manner, it is necessary to set some arbitrary standard of socially-acceptable conduct. In tables XXVI. and XXVII. all boys who had no record in a higher court were considered as having made satisfactory adjustments while those who were sentenced in an adult criminal court in British Columbia or any other part of Canada were regarded as failures. Recommitments to Biscoq were not included in this failure group because data on these were not available.

From table XXV. it can be seen that sixty-three per cent of the Brankin and sixty per cent of the Boyes graduates were not arrested after being released from the Industrial School. It must be pointed out, however, that although approximately

the same number of boys from both groups did not appear in higher court after completing a sentence to Biscoq, one must be careful when interpreting these results. In the Brankin administration when a seventeen, eighteen, or nineteen year old boy became involved in further trouble he usually was re-committed to the Industrial School and thus does not appear as a failure in table XXV. During the Boyes principalship released youths of a similar age, when apprehended and sentenced for behavior contrary to social statutes, were frequently tried in a higher police court and sentenced to an adult penal institution. A perusal of Biscoq commitment records and a study of the following statistics computed on the follow-up groups substantiates this statement.

<u>Commitments to Biscoq</u>	<u>Brankin</u> <u>Administration</u> <u>1931--33</u>	<u>Boyes</u> <u>Administration</u> <u>1935--37</u>
Average age of commitments--	15.8 years-----	15 years
Eighteen years and over-----	13.9%-----	6.2%
Seventeen years and over----	32.8%-----	26.2%

In a system similar to that in force during the Boyes principalship many of the seventeen, eighteen, and nineteen year old Brankin recidivists would have been sentenced to Oak-alla and, according to the standards accepted in this survey, would have been regarded as failures. In the Boyes group twenty-three per cent received only one sentence after completing their Biscoq term and had no further police record. Under the Brankin administration many of this number would have been classed as successes because they would have been

returned to Biscoq and thus would show no adult criminal record. As a result of the policy adopted by the police judges and magistrates these older delinquents were sentenced to Oakalla and thus appear in table XXVII. as failures. Consequently, it follows that the percentage of apparently successful adjustments of Brankin graduates would be somewhat reduced if the same sentencing policy had been in force then as was practised during the Boyes regime.

The longer sentences and more frequent recidivism as shown in the following statistics compiled from information outlined in Appendix C indicate that delinquent habits of behavior were more firmly established in the Brankin graduates than in the boys released during the Boyes administration.

	<u>Brankin</u>	<u>Boyes</u>
Average time served in Oakalla and equivalent Canadian penal institutions.	15.1 months	13.4 months
Average time served in Canadian penitentiaries.	4.3 years	2.6 years
Number of repeaters to Oakalla and equivalent Canadian institutions.	15	8
Number of recidivists to Canadian penitentiaries.	5	1

Both groups used in this survey compare favourably with other follow-up investigations carried out by the Gluecks and Healy and Bronner in the United States. While delinquent

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1. Glueck, S. and Glueck, E. One Thousand Juvenile Delinquents. Cambridge, Harvard University Press, 1934. p. 102.
 2. Healy, W. and Bronner, A. New Light on Delinquency and Its Treatment. New Haven, Yale University Press, 1936. p. 171.

behavior was no longer a problem in approximately sixty per cent of both Biscoq groups and fifty per cent of the boys studied by Healy and Bronner had no further records, only nineteen per cent of the youths investigated by the Gluecks showed successful adjustment after a five year span following treatment by the Boston juvenile court. A tabular comparison of follow-up work with the Glueck, Brankin, and Boyes groups follows in table XXV.

TABLE XXV.

PERCENTAGE OF RECIDIVISM

OF THREE GROUPS OF JUVENILE DELINQUENTS

<u>Times Arrested</u>	<u>Gluecks</u> <u>1000 cases</u>		<u>Brankin</u> <u>100 cases</u>		<u>Boyes</u> <u>100 cases</u>	
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
0	190	19	63	63	60	60
1	154	15	14	14	23	23
2	167	17	7	7	11	11
3	126	13	7	7	2	2
4	96	10	3	3	2	2
5	78	8	4	4	1	1
6	41	4	0	0	0	0
7	31	3	1	1	1	1
8 and over	56	6	1	1	0	0
unknown	61	6	0	0	0	0
more than 1	595	60	23	23	17	17

Any person familiar with the juvenile delinquency problem in British Columbia tends to be interested in a comparison and contrast of the positions held by that province and other industrial schools on certain pertinent questions important in the modern treatment for youthful offenders of the penal code.

In order to present a cross-section of the different views held by superintendents of industrial schools in various parts of North America, typical replies to a questionnaire, conducted

¹
by H. Atkinson, Superintendent of the Manitoba Home for Boys, and sent to forty-three heads of reform schools in Canada and the United States, are included in Appendix B.

As to the value of the indeterminate sentence Atkinson reported that practically one hundred per cent of the reform school superintendents were in favor of such a commitment and supported the British Columbia view that "it encourages a boy to do his best so that he might be considered for an early release"². Although many of the replies stated that there was no apparent weaknesses in the indeterminate sentence a few drew attention to certain limitations. Both the British Columbia and Rhode Island reports indicated a belief that "the system will be as weak or as strong as the administrator is"³. The Superintendent of the Quebec Reformatory at Shawbridge suggested that the greatest difficulty was that an indefinite sentence frequently created problems in dealing with parents.

Although, as has been stated previously, the replies indicated that the majority of the heads of industrial schools accepted the value of an indeterminate sentence, a few were careful to suggest a maximum period to be served by a youth on any one charge. British Columbia approved an age limit of

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1. The author is indebted to Mr. Atkinson for permission to use the results of his as yet unfinished survey, (early 1941).
 2. Atkinson, H. Survey on Juvenile Delinquency. 1941. See Appendix B, p. 148
 3. Loc. cit.

twenty-one years while Whittier State School in California¹ reported that a maximum sentence of two years was desirable. A majority of the school officials felt that provision should be made for the detention of a boy until he had reached his twenty-first birthday when such action seemed advisable.

While practically every school appeared to appreciate the vital importance of preparing the home to receive the boy upon release, many of the superintendents agreed with the British Columbia report² that this phase of work was unfortunately neglected. In a few schools, such as Whittier State,³ there was a placement department the officials of which devoted their entire time to this problem.

As to the type of after-care provided by the schools most seemed to depend on the government social service agencies. Some of the institutions had their own parole officers while others prevailed upon the probation officers of larger centres to check the behavior of released boys. One school required a monthly report, written by the boy and approved by the local court officer. In one state five social workers attempted to look after the conduct of approximately six hundred boys. The institution reporting from New York seemed to be the best equipped in this respect with its staff of social workers providing continuous supervision of the youths after release.

1. Appendix B. p. 150

2. Loc. cit.

3. Loc cit.

From the Atkinson survey it appears that follow-up work with juvenile delinquents has not yet been given the proper attention by the authorities. While practically all superintendents recognized the value of probation work, a large percentage of them were handicapped by insufficient funds and an apathetic attitude on the part of certain government officials. As has been stated previously in this thesis, the standard of follow-up work with graduates of the Boys' Industrial School at Coquitlam is far from ideal.

The majority of superintendents, including Mr. Ross at ¹ Biscoq, favor separate institutions for delinquent and neglected children. They recognize that a boy, when committed to a reform school, tends to lose some indefinable character strength which he finds difficult to regain upon release. Although the replies to Atkinson's questionnaire indicated that many modern industrial schools are constructive and helpful in their work, the old traditions and prejudices still are common in the minds of the general population. Consequently, the boy often has to contend with an attitude of suspicion on the part of his associates and prospective employers after his release from a reformatory. He must often fight feelings of inferiority which his experiences in an industrial school have produced.

A few of the superintendents, strangely enough, advocated one institution for both delinquent and neglected children. One

1. Appendix B. p. 150

official made the unsubstantiated reply that "neglected children usually become delinquent".¹ The officials at the Virginia reformatory apparently also hold the belief that the same problem is encountered in the case of both delinquent children and neglected children.

The superintendents questioned were almost unanimous in the opinion that a record of a boy's previous conduct should accompany his arrival at an industrial school. They seemed to feel that the time is long overdue when it should be made compulsory for all courts to have access to complete records prior to committal. Many of the officials indicated that it was impossible for wise judgment to be enacted unless all the facts about the boy himself, his home, school, and community were considered by the court.

Although many reform school heads appreciate the value of previous conduct records, some, as is the case of British Columbia,² seldom get any information except the warrant of commitment when a boy first is admitted to the Industrial School.

In a large proportion of the reform institutions the boys were given training in responsibility. British Columbia, Manitoba, New York, and Rhode Island encouraged controlled self-government, while Virginia suggested that the school should be run by the staff alone.

The systems of rewards and punishments range between two

1. Appendix B. p. 151

2. Loc. cit.

extremes. While most of the progressive schools use a positive appeal and grant certain privileges for good behavior, others, such as the institution at West Virginia,¹ offer no particular awards whatever. At the British Columbia reform school for boys, punishment usually takes the form of loss of privileges, at West Virginia additional time is added to a boy's sentence for misconduct.

When visiting Biscoq in 1939, Florence Mateer, eminent child psychologist, stated that the British Columbia institution compared favorably with the majority of the progressive reformatories with which she was familiar in the United States. In fact, she remarked that the administrative policy at Biscoq was considerably more advanced than many of the schools which she had visited in America. Although she appeared to think the programme on the whole was excellent, she agreed that the school was handicapped by lack of adequate equipment and an unfortunate location near a mental hospital. In 1938 a committee sponsored by the Dominion Government to investigate conditions in penal institutions in Canada placed British Columbia in the top group in the treatment of young delinquents.

From the data presented in the preceding pages, it is clear that the British Columbia Boys' Industrial School at Coquitlam rates high among similar institutions in Canada and the United States.

1. Appendix B. p. 154

As an alternative to the prison an industrial school is an advancement but it is questionable whether fundamentally a reform school is anything better than a makeshift--which raises the issue of the balance of the benefits and the detrimental effects of institutional treatment in general. The suggestion has been made that foster-homes should supplant the industrial school. This seems an ideal to which we might aspire but for the present it offers practical difficulties which are unsurmountable.

Although reformatories are apparently necessary for some youthful offenders, there is little doubt that adequate probation work, sympathetic juvenile courts, controlled recreational facilities, careful foster-home placement, and parental education will prove a more promising means of dealing effectively with the problem of juvenile delinquency.

APPENDIX A

RECOMMENDATIONS OF THE ADVISORY COMMITTEE ON
JUVENILE DELINQUENCY IN BRITISH COLUMBIA

APPENDIX A

RECOMMENDATIONS OF THE ADVISORY COMMITTEE ON JUVENILE DELINQUENCY IN BRITISH COLUMBIA

1. The commitment provisions of the provincial industrial school acts should be amended, to bring them into line with those of the Dominion Juvenile Delinquents Act.
2. The juvenile courts should be empowered to make an order upon the responsible parent or guardian of a child committed, by order of the court, to an industrial school or to a foster-home, to contribute towards the costs of maintenance of the child in such school or foster-home at a rate not greater than one dollar per day.
3. Arrangements should be made through the juvenile courts and industrial schools for funds to meet the costs of maintaining children in foster-homes, so that in cases where it seems desirable the courts or the schools can provide foster-home care for children without undue difficulty.
4. Active juvenile courts should be extended to cover the whole province so that the Juvenile Delinquents Act can be used in connection with every court appearance of a juvenile.
5. There should be appointed one senior juvenile court judge for the province with a number of deputy judges to serve under him and to preside over courts in the different sections of the province.
6. The Provincial Government should assume complete responsibility for the administration and the financial support of juvenile courts, thus providing a service which it is difficult for the small municipal units to conduct effectively.
7. If recommendation six is accepted, consideration should be given to the abolition of the present charge on the municipalities under the Public Institutions Indemnification (Municipalities) Act for maintenance of children sent to the industrial schools.
8. The committee of three persons provided for under the Juvenile Delinquents Act--the juvenile court judge, the superintendent of the industrial schools and the Superintendent of Neglected Children--

should meet formally, except when this is clearly impossible or unnecessary, to consider the release of every boy or girl from an industrial school.

9. The Boys' Industrial School should be removed from the present quarters at Coquitlam, which are unsatisfactory, to more suitable quarters providing for:
 - a. Some measure of segregation for different types;
 - b. The more effective detention of difficult boys; and
 - c. Adequate facilities in the way of shop and academic equipment, gymnasium, playground, etc.
10. There should be established an institution of the Borstal type for boys and young men from sixteen to twenty-one years of age to which there would be committed the older and more difficult boys now sent to the Boys' Industrial School, as well as some of the young men who are now committed to Oakalla Prison Farm or to the Dominion Penitentiary.
11. Those boys and girls now in the Industrial Schools who are definitely subnormal or mentally unbalanced should be transferred to the Provincial Mental Hospitals for maintenance and training, and in future the courts should seek through the appropriate channels, to have children of this type placed in the mental hospitals.
12. Both juvenile courts and industrial schools should employ the methods of parole and probation as fully as possible, and the extension and strengthening of the existing probation and follow-up services is necessary to achieve this result.
13. The juvenile courts and the industrial schools should avail themselves freely of the assistance and advice that can be obtained from expert psychologists and psychiatrists, and the public school psychological service and the psychiatric clinic service of the mental hospitals should be extended so that they can serve the courts and the industrial schools adequately.
14. Collateral services should be strengthened and developed that will prevent delinquency or will assist in the rehabilitation of delinquents. Such services

include truant officers and special classes for backward and difficult children under the public school system; vocational guidance, apprenticeship and placement services under the Department of Labour; supervised playground and recreational facilities under the Provincial Government and the municipalities; and boys' and girls' clubs, settlement houses, Big Brother associations, etc., under private agencies.

14. There should be continued study of the delinquency problem to explore in further detail aspects of the problem which have been recognized by the Committee, but which have not been considered adequately.

APPENDIX B

EXCERPT FROM A SURVEY ON INDUSTRIAL SCHOOLS
CONDUCTED BY MR. HARRY ATKINSON, SUPERINTENDENT OF
THE MANITOBA HOME FOR BOYS AT RENNIE, MANITOBA

APPENDIX B

EXCERPT FROM A SURVEY ON INDUSTRIAL SCHOOLS
CONDUCTED BY MR. HARRY ATKINSON, SUPERINTENDENT OF
THE MANITOBA HOME FOR BOYS AT RENNIE, MANITOBA

Question: What is the value of an indeterminate sentence?

British "The value of an indeterminate sentence is that
Columbia it encourages a boy to do his best so that he
 might be considered for an early release. The
 Attorney General has ordered all Juvenile Courts
 to follow this practice. In B. C. the warrant
 of commitment states "and there to him prison
 and keep him until he shall be discharged and
 released under the provisions of said Section
 20 or until otherwise he shall be discharged in
 due course of Law". This clause seems to pro-
 vide a loop-hole should a definite term be
 stated in the commitment papers."

New "We look upon the treatment program of a train-
York ing school in the same light that we regard the
 sanatorium for tubercular. No one can predict
 how long it will take to cure a patient suf-
 fering from tuberculosis nor can any one tell
 how long it will take to cure a case of delin-
 quent behavior. There are so many factors in-
 volved and the staff of a training school who
 live with the child are in a much better posi-
 tion to evaluate this than the Judge can before
 treatment begins. Treatment then becomes not
 a matter of time, but a matter of self improve-
 ment. We do not believe that any time limit
 should be set except perhaps the age of 21
 years for treatment."

Rhode "I consider a boy should enter the Institution
Island in much the same manner as an individual enters
 a hospital--remain until cured. No one can tell
 how long it would require at the time a boy
 appears in Court. The indeterminate sentence
 allows for this. Definite commitments are in-
 clined to make the Institution a Junior Jail
 where punishment is the reward."

Wis- "All boys are committed to this Institution un-
consin til they reach the age of 21 years. Boys may,
 however, on good behavior be paroled in from
 14 to 18 months. At the time of parole, they
 are placed under supervision and probation of

the Parole Department. This department looks after these boys until they reach the age of 21. I have had no experience with short term or determinate sentence."

Question: What are the weaknesses of the indeterminate sentence?

British Columbia "The weakness of the indeterminate sentence as I see it, is the difficulty we run into sometimes in getting the Judge to consent to release or parole when we recommend it. It may be that the boy has been a general nuisance around his community and there is a desire to rid the community of the individual and pass the buck along to someone else. There appears to be a weakness in the giving a lad a stated term and that is the lack of uniformity or inequality in justice. One boy may be given six months for theft of an automobile in one Court, while in another a lad is given two years. We have many examples on file that this inequality breeds discontent among inmates."

Rhode Island "The system will be as weak or strong as the administrator is. If he is weak and easily talked into schemes then possible partiality and politics may enter the system."

Question: Should there be a definite end stated to an indeterminate sentence?

British Columbia "An age limit of twenty-one years is a desirable end."

Manitoba "No one raised the point that an indeterminate sentence without a time limit placed too much power in the hands of the Superintendent. I feel that this point is important."

Virginia "Yes. I think so, but the end should be rather an age limit for a boy than a definite number of years. We automatically release a boy entirely when he becomes 19½ years old and has been away from the School as much as one year, knowing then if he gets into further difficulty he will go on to the Penitentiary or serve a jail sentence."

Rhode Island "No, I believe it should depend wholly upon the boy's conduct and attitude towards society as

well as the community into which he has to return being ready to receive him."

Whittier "I think a period of approximately 20 to 24 months is a desirable time."

Question: What help is given by your school or its agencies to prepare the home to receive the boys upon release?

British Columbia "It is of vital importance. I feel that in most cases and mostly everywhere this important phase is sadly neglected. Why send a patient to a hospital if, when he has recovered, he is to be returned to the same environment where the disease has been acquired?"

Whittier "We have a placement department doing this work only. The members devote their entire time to this work."

Virginia "A very fine question. Therein lies the cause of much recidivism. We make an effort through the local departments of public welfare to prepare the home and the neighborhood for the boy's return. We also allow visits home at three periods during the year of four days each to help prepare the community and the home for the boy's reception. The local departments of Public Welfare try to strengthen weak families in every way possible."

New York "Our School has a staff of social workers--10 in number--who make and maintain contact with the home from the time the boy is committed until he is discharged from parole. These workers work with the home."

Question: Do you think delinquent and neglected children should be sent to the same institution?

British Columbia "Definitely not, unless you have a plant large enough to provide complete segregation and separate staff."

Rhode Island "No. One is the act of the individual and the other the act of someone else. Treatment should be entirely different, which is hard to administer without having the delinquent think there is unfair play. The neglected child should be

allowed the freedom of going and coming to school or attending normal functions off the grounds."

New York

"This would depend upon the number and proportion of delinquent and neglected children in the same institution. We probably all get neglected children who come in adjudged as delinquent."

Whittier

"The better the segregation, the better the programs."

Virginia

"Yes, the one merges into the other."

Concord

"Neglected children usually become delinquents."

Question:

What records of the boy's previous conduct do you get when the boy comes to you? Do you consider these records of any value?

British Columbia

"We seldom get any information along with the Warrant of Commitment and depend on the District Welfare Visitors to secure this for us. Some times it is weeks before we get a true picture of the home and surrounding influences."

West Virginia

"Case summary is prepared by Department of Public Assistance. Very valuable."

Virginia

"Yes, we have a rather complete case folder of students, made up of the juvenile courts, the social workers, and the Mental Hygiene clinics records of the boy, giving his family history, history of former delinquencies mental and physical rating etc."

New York

"We get a probation officer's report. In some instances, these are decidedly valuable. It depends upon the standards of case work obtaining in the court."

Rhode Island

"School record, home record and any other data that our social worker can collect. This information is very helpful to the psychometrist and all who are dealing with the youngster. It shows what has been done and the success, and is of tremendous assistance in treating the case."

Wisconsin

"From some of our larger cities, like Milwaukee, Kenosha and Racine, we have very complete records

concerning the boys previous conduct. From some of the smaller cities we receive none. I wish we could receive a complete record of the boys previous conduct on all our admissions as I consider this very valuable."

Question: Do the staff run the school entirely or are the students given any training in responsibility?

British Columbia "We do have self-government groups and ample opportunity is given to the inmates to take part in planning programs and carrying out activities."

Manitoba "The captain of each cottage unit confers with Superintendent weekly for suggestions re-programs on recreational activities and they assume certain duties in routine work and assist in locating escapees etc. They are given a limit authority over work groups as far as they show ability to exercise it properly. The value of this phase of institutional life lies in the growth of confidence and co-operation between staff and boys. Care must be exercised at all times for proper control. A very fine camaraderie has developed between the staff and the boys through the years. This has enabled us, I feel, to get closer to the boys and build up leadership and a sense of responsibility. It has also done much to remove that indefinable barrier between staff and boys which often prevents the best work being done in institutional life."

New York "A Student Council, composed of two members from each cottage meeting twice a month and bringing to the staff problems in which they are interested and the staff suggests to them matters in which they can be helpful. Most cottages have clubs which take some part in the management of the cottage. Boys do plan programs of all sorts under the direction of the Staff."

Rhode Island "No. Boys are given responsibilities; for instance, the power plant which is one of the most responsible parts which we have in the institution is left entirely under the charge of a boy who has been trained to fire, run pumps, etc."

Virginia "The Staff run the school. The only training in leadership given the boys is in foot-ball, boy-scout work, school entertainment, the formal school and a modified monitor system in the cottages. I personally, believe that the type of boy we get can be taught to lead in a better way by teaching him to follow good leadership."

Question: What is your system of rewards and punishments?

British Columbia "Good behavior is recognized by the granting of privileges; entertainments such as going out to movies, basketball games, hockey games, etc; truck trips and picnics; visits home; weekly spending allowance and so on. Punishments are in the form of loss of privileges, extra work, and fines. In several cases it is necessary to confine lads to detention quarters for a time."

New York "Awards take the form of extra trips, special movies, banquets, special visits home, banners, etc. Punishment take the form of deprivation of movies, week-end visits home, week-end work groups, etc."

Rhode Island "Our institution is on the Cottage Plan. The cottage showing the best all-round achievement, month by month throughout the year, received as a reward in January an achievement cup. Boys who have had excellent conduct during the month, after being here six months, are allowed a week-end at home. Such boys are called Cadets. At Thanksgiving, Christmas and Easter such boys have a longer time at home. Punishment is the removal of privileges, such as bowling, swimming, moving pictures, or the privilege--if they have it--of smoking."

New Brunswick "We have no set scheme of awards and punishments. What will suit one circumstance or boy will not suit another and any set scheme has too many dangers. It is the broad, general principles that count most in moral education and they cover what the boys will have to remember and use later in life. Too much cluttering the mind with awards and punishments lead to "Nice Evasions" and leave too little time for the normal development of a "common sense" programme of education. Experience based on normal living is more valuable than "rule on thumb" or "co-ersion" provided there is

consistent and repeated emphasis on moral behavior. If persistent mis-behaviour continues a boy should know there is a sure day of reckoning. Punishments should be ingenious and always tempered with justice."

Whittier "We work somewhat a merit system, and use denied privileges for correction."

Manitoba "Graduated merit system which is checked up every two weeks. As a boy goes on a higher group he gains more privileges such as attending shows, smoking, 5 or 10 day visit home. Bad conduct brings loss of privileges and extra work. Corporal punishment is used in extreme cases, but is gradually fading out of the picture."

Virginia "Our present system is a personality rating chart or report. Excellent conduct is rewarded with an A, good conduct with a B, fair with a C, and poor conduct with a D--or failure. We have the quality credit system, and when a boy has earned 192 quality credits, he is considered ready for trial on placement. We have a corporal punishment administered by one person. I might add that it is not freely used."

West Virginia "Boys are given additional time as punishment. No particular awards offered."

APPENDIX C

FOLLOW-UP WORK WITH TWO GROUPS OF BISCOQ BOYS

APPENDIX C

FOLLOW-UP WORK WITH TWO GROUPS OF BISCOQ BOYS

TABLE XXVI.

FOLLOW-UP WORK WITH ONE HUNDRED GRADUATES

OF BRANKIN ADMINISTRATION

<u>Ini- tials</u>	<u>Biscoq Number</u>	<u>Oakalla Commitments</u>		<u>Penitentiary Commitments</u>		<u>Commitments Outside B.C.</u>		<u>No Fur- ther Commit- ments</u>
		<u>Number</u>	<u>Total Time Served</u>	<u>Number</u>	<u>Total Time Served</u>	<u>Number</u>	<u>Total Time Served</u>	
R. A.	1191							X
V. B.	1180							X
R. B.	1164							X
R. B.	1139							X
R. B.	1129							X
Y. B.	1153							X
F. B.	1147							X
T. B.	1096							X
L. C.	1166	4	31 Mo.					
V. C.	1114	1	6 Mo.	1	2 Yr.			
J. C.	1148							X
A. C.	1117							X
H. C.	1136							X
G. C.	1095	4	14 Mo.	1	3 Yr.			
J. C.	1183							X
L. C.	1137							X
C. C.	1175	3	6 Mo.					
J. C.	1115							X
J. D.	1189							X
T. D.	1112							X
B. D.	1130	1	1 Mo.					
J. D.	1161	2	30 Mo.	1	10 Yr.			
G. D.	1127							X
C. D.	1103							X
T. E.	1186							X
F. E.	1128							X
G. E.	1134							X
R. E.	1100							X
B. F.	1184	1	3 Mo.					
C. G.	1158	1	12 Mo.	1	2 Yr.			
F. G.	1113							X
S. H.	1159							X
T. H.	1174	1	6 Mo.					
R. H.	1097							X
B. H.	1176							X
D. H.	1170							X
W. H.	1118	1	12 Mo.	2	4 Yr.			
J. H.	1102							X

Ini- tials	Biscoq Number	Oakalla Commitments		Penitentiary Commitments		Commitments Outside B.C.		No Fur- ther Commit- ments
		Number	Total Time Served	Number	Total Time Served	Number	Total Time Served	
K. I.	1124							X
J. I.	1163							X
R. J.	1171							X
W. J.	1155	4	13 Mo.					
G. J.	1119							X
L. J.	1094			1	2 Yr.			
B. K.	1178	5	52 Mo.					
S. K.	1187							X
E. L.	1109	1	3 Mo.			1	6 Mo.	
W. L.	1138	1	9 Mo.					
S. L.	1185	1	6 Mo.					
H. L.	1141							X
D. M.	1132							X
J. M.	1182							X
J. M.	1190	3	3 Mo.					
L. M.	1121	3	18 Mo.					
M. M.	1111							X
R. M.	1167	1	12 Mo.					
L. M.	1143	2	14 Mo.	1	2 Yr.			
M. M.	1092	1	1 Mo.					
L. M.	1165			3	13 Yr.			
E. M.	1151							X
G. M.	1145	1	1 Mo.					
J. M.	1135			2	6 Yr.	3	13 Mo.	
H. O.	1105	1	18 Mo.					
G. O.	1107							X
M. O.	1106			1	3 Yr.			
E. O.	1150							X
R. P.	1172	5	27 Mo.	2	4 Yr.			
E. P.	1110							X
G. P.	1177							X
S. P.	1120	1	6 Mo.					
A. R.	1152			1	2 Yr.			
E. R.	1101							X
J. R.	1142	1	6 Mo.	1	2 Yr.			
W. B.	1154							X
J. S.	1146							X
A. S.	1160							X
P. S.	1108							X
P. S.	1168							X
L. S.	1126							X
A. S.	1149	2	14 Mo.					
J. S.	1093							X
N. S.	1181							X
J. S.	1116							X
V. S.	1140							X

Ini- tials	Biscoq Number	Oakalla Commitments		Penitentiary Commitments		Commitments Outside B.C.		No Fur- ther Commit- ments
		Number	Total Time Served	Number	Total Time Served	Number	Total Time Served	
J. S.	1099							X
G. S.	1157							X
O. S.	1098			2	10 Yr.			
J. T.	1156	4	39 Mo.	1	2 Yr.			
H. T.	1173	2	15 Mo.					
M. T.	1188							X
E. T.	1131							X
I. T.	1169							X
E. T.	1104							X
I. W.	1144							X
A. W.	1179							X
R. W.	1133			1	2 Yr.			
H. W.	1125							X
B. W.	1123	8	34 Mo.					
M. Y.	1122	4	14 Mo.					
M. Z.	1162							X
Total		30	436 Mo.	16	69 Yr.	2	19 Mo.	63

TABLE XXVII.

FOLLOW-UP WORK WITH ONE HUNDRED GRADUATES

OF THE BOYES ADMINISTRATION

Ini- tials	Biscoq Number	Oakalla Commitments		Penitentiary Commitments		Commitments Outside B.C.		No Fur- ther Commit- ments
		Number	Total Time Served	Number	Total Time Served	Number	Total Time Served	
E. A.	1450							X
E. A.	1413	1	4 Mo.					
C. A.	1372							X
W. A.	1405							X
L. A.	1376	1	1 Mo.					
N. A.	1375	2	18 Mo.	1	2 Yr.			
W. A.	1354	2	16 Mo.	1	2 Yr.	1	1 Mo.	
J. B.	1389			1	3 Yr.			
A. B.	1397	3	36 Mo.					
W. B.	1395							X
J. C.	1415	2	18 Mo.					
G. C.	1424	1	3 Mo.					
J. C.	1455	2	25 Mo.					
J. C.	1465	1	16 Mo.					

Ini- tials	Biscoq Number	Oakalla Commitments		Penitentiary Commitments		Commitments Outside B.C.		No Fur- ther Commit- ments
		Number	Total Time Served	Number	Total Time Served	Number	Total Time Served	
S. C.	1363	1	3 Mo.					
L. C.	1432							X
R. C.	1447	4	17 Mo.	1	2 Yr.			X
G. C.	1403							X
C. C.	1457							X
A. C.	1461							X
K. D.	1383							X
J. D.	1399							X
G. D.	1442							X
W. E.	1449							X
I. E.	1373							X
M. E.	1344	1	12 Mo.					
J. F.	1427							X
J. F.	1358	1	3 Mo.					
W. F.	1463							X
E. F.	1408							X
R. G.	1374							X
F. G.	1437							X
J. G.	1411	1	12 Mo.	1	2 Yr.			
B. G.	1462							X
F. H.	1459							X
S. H.	1353	1	6 Mo.					
A. H.	1448	6	27 Mo.			1	6 Mo.	
S. H.	1407							X
R. H.	1364							X
J. H.	1445	1	9 Mo.			1	9 Mo.	
L. H.	1401							X
H. H.	1371			1	2 Yr.			
A. H.	1390							X
J. H.	1430	1	6 Mo.					
R. J.	1352							X
B. J.	1377							X
M. K.	1438							X
D. K.	1392	1	6 Mo.	1	2 Yr.			
N. K.	1393							X
W. K.	1343							X
R. K.	1429							X
J. K.	1414							X
G. K.	1349							X
A. K.	1360							X
G. L.	1362	1	3 Mo.					
J. L.	1440							X
O. L.	1425							X
F. L.	1370	1	24 Mo.			1	6 Mo.	
J. M.	1355	1	12 Mo.					
J. M.	1369							X

Ini- tials	Biscog Number	Oakalla Commitments		Penitentiary Commitments		Commitments Outside B.C.		No Fur- ther Commit- ments
		Number	Total Time Served	Number	Total Time Served	Number	Total Time Served	
D. M.	1433							X
D. M.	1406							X
R. M.	1359	1	18 Mo.					
G. M.	1441							X
V. M.	1365							X
S. M.	1418	1	9 Mo.					
M. M.	1439	1	6 Mo.	1	2½ Yr.			
J. M.	1426							X
S. M.	1452			2	8 Yr.			
J. M.	1434	1	6 Mo.					
R. M.	1421	1	1 Mo.					
J. M.	1398							X
P. O.	1454							X
C. N.	1436	1	9 Mo.					
P. O.	1412							X
A. N.	1350							X
E. P.	1458	1	6 Mo.					
F. P.	1443							X
L. P.	1351	1	6 Mo.	1	2 Yr.			
C. P.	1368							X
B. Q.	1391	1	1 Mo.					
P. R.	1388							X
V. R.	1366	1	15 Mo.					
A. R.	1444	1	6 Mo.					
B. S.	1420	1	6 Mo.	1	2 Yr.			
R. S.	1361							X
R. S.	1402							X
B. S.	1348							X
L. S.	1446							X
A. S.	1396							X
E. S.	1419			1	2 Yr.			
J. S.	1345							X
W. S.	1400							x
B. T.	1404	1	12 Mo.	1	2 Yr.			
S. U.	1356							X
T. W.	1387							X
T. W.	1386							X
J. W.	1409							X
P. W.	1464	3	16 Mo.			1	6 Mo.	
W. W.	1431							X
Total		36	394 Mo.	13	33½ Yr.	5	28 Mo.	60

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