

RECEPTION PROCEDURES IN A JUVENILE CORRECTIONAL INSTITUTION

A Study
of the Reception Procedure used in the
Saskatchewan Boys' School

by

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Abstract

This study describes and analyzes the reception procedures currently used in the Saskatchewan Boys' School. This School is financed and administered by the Department of Social Welfare and Rehabilitation for the confinement, study and treatment of juveniles legally committed to it by the Juvenile Court of Saskatchewan.

From the considered written opinions of leading authorities on delinquency and corrections, a model reception programme for a juvenile correctional institution has been developed. This standard is then used as a basis for describing and evaluating the intake procedures used in the Saskatchewan Boys' School. The information about the School reception programme was gathered from the writer's personal experience in the service of the Department of Social Welfare and Rehabilitation and through interviews with the Superintendent of the School.

The study accepts the premise that intake begins at the time of the delinquent's apprehension and includes the boy's contact with the police, the probation officer, the juvenile court judge and the staff of the School. The intake process is divided into two stages: the pre-institutional procedures, which include the boy's contacts with the police, social worker and judge; and the institutional procedures, commonly known as the reception programme. In this study the pre-institutional procedures are only briefly described. However, the reception programme is described in detail.

The evaluation of the Boys' School Reception Programme is facilitated by the analysis of the reception programme into its component parts. This analysis indicates clearly what is involved in an adequate reception programme. The influence of staff members, physical facilities and a dynamic activities programme upon a good reception programme is also discussed. The study also indicates the importance of the reception programme in initiating the newly committed delinquent to the rehabilitation programme of the School.

Acknowledgments

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Reception Procedures in a
Juvenile Correction Institution

CHAPTER 1

INTAKE: A SOCIAL WORK PROCESS

Intake is the process through which a social agency becomes aware of a client and his problem. It refers to the procedures used by an agency to determine the client's ability to qualify for and accept agency services. Intake should also bring the client and his problem into a working relationship with the case worker, so that one of the following services can be completed: (a) resolution of the immediate problem (b) preparation of client for further agency services (c) referral of client to other resources in the community better able to meet his need.

Intake can be compared to a catalyst, the action of which initiates the case work process. The term "case work" is here defined as the helping process in which both the worker and the client participate, seeking an understanding of the client's problems. Upon attaining this understanding, the worker assists the client to make use of his own resources and those of the community in moving towards a solution of his problems. Good intake will facilitate this process, but poor intake will impede it.

At the point of intake, the client's problems, needs and strengths are first brought together into a working relationship with the knowledge, skills and techniques of the case worker. However, it should be noted that each client comes to the agency with a different degree of understanding of his problems and a varying ability to express these problems. Thus the intake process is initiated at that point which the individual has reached in the understanding of his problem and in his ability to express himself.

It is from this point the case worker must first consider the client and his problem if he hopes to gain an understanding of both. After the client and the case worker have mutually considered the problems, weaknesses and strengths in the situation, the case worker must be concerned with making a

tentative diagnosis and developing a plan for further service. It is of utmost importance that the client understand the roles which the agency and the case worker can play in this plan.

Through the intake process the client should come to recognize the agency as an entity which has the ability and desire to help him with his problem. He should gain a feeling of acceptance and personal worth from his association with the social worker. He should begin to feel that this is someone who is genuinely concerned with his problem; who is willing to assist him in solving his problem; but one who will not take from him the responsibility of solving his own problem. This close working relationship is known as rapport. It is vital to the case work process, for it is the medium through which the case work help is transmitted.

The Intake Interview

"The intake process and especially the initial direct interview are of paramount importance in setting the stage for the kind, amount, duration and effectiveness of the case work carried on with a client and his family."¹ The intake interview is therefore the principal factor in the intake process, for it is "the introduction of the client to the caseworker and the casework process. It is concerned with diagnosis, classification of problems, acceptance of problem or referral to another agency, other casework disposition, or rejection after a brief service."²

1. Margaret Blenkner, J. McV. Hunt, and Leonard S. Kogan, "A Study of Interrelated Factors in the Initial Interview with New Clients", Social Casework, Vol. 32, No. 1, January, 1951, p.23

2. LeRoy M. A. Maeder, "Generic Aspects of the Intake Interview", The Family, Vol. 23, No. 1, March, 1942 p.14

There are three major functions of an intake interview; these are study, diagnosis and treatment.¹ These functions are dynamic processes which are constantly interacting with one another. The intake interview allows for the exploration of the client's problem, which first brought him to the agency. A tentative diagnosis can be made upon this study. This diagnosis might be rejected or refined as the study uncovers new information. The diagnosis often will determine the area of the study. During this process of study and diagnosis, actual treatment and preparation for further treatment are involved through the client's consideration of his problem, and through the development of rapport between the client and the worker.

With the initial study completed and the tentative diagnosis established, it is then the worker's responsibility to decide two questions: (a) Is the agency able to offer the help this client requires? (b) Is this client able to make use of such help? Should the answer to these questions be in the affirmative, the worker must then help to resolve the immediate problem, or else prepare the client for further service from the agency. If the agency is not capable of offering the required help, the worker is responsible for referring the client to the proper agency. Often these services cannot be completed in one interview; accordingly, the intake process can consist of as many interviews as are required to complete one of these services.

The General Basis of Intake

"How the potential client is met initially, and how the agency responds

1. Delwin M. Anderson and Frank Kiesler, M.D., "Helping Toward Help: The Intake Interview", Social Casework, Vol. 35, No. 2, February, 1954, pp.72-76. These authors think that the intake interview should not aim at treatment, but rather should aim at enabling the client to move into treatment. However, this writer's view is that enabling an anxious defensive client to move more realistically into case work treatment is in itself an aspect of treatment. This is particularly true in a corrections institution.

to his request, his problem, his needs, or to a combination of these, depend on the agency's philosophy of intake."¹ Is the agency interested only in the problem as it is expressed by the client? Does the agency's inability to assist in this problem mean the client is rejected for further service, and the agency's responsibility to the client terminates there? Is the agency interested in the client as a whole person of whom the expressed problem is only a facet? Does the agency's inability to offer the required service mean it has another responsibility to the client, assisting him to find the resources capable of giving him the help he requires? The concept of intake in any particular agency will differ according to the function of the agency; and the service it offers will determine its concept of intake. Many examples of this have been pointed out in a recent University of British Columbia study on this subject by Ronald Hawkes.² Indeed two agencies having the same function may have very different concepts of intake, and because of these differences, intake procedures and their relationship to the services offered differ to a greater or lesser degree in all agencies. Similarly, qualities which are prominent in one intake procedure may be of only secondary importance or even non-existent in another.

Careful analysis of the literature on the intake process shows that certain elements are generic to all intake: (a) Intake is based upon a philosophy which sees the improvement of human welfare as the purpose and test of social services and their policies. (b) The purpose of intake is to bring together into a working relationship a client and his problem and a

1. Frances Scherz, "Intake: Concept and Process", Social Casework, Vol. 33, No. 6, June, 1952, p. 234

2. Ronald E. Hawkes, Intake Procedures in Social Assistance Administration, Master of Social Work Thesis, University of British Columbia, 1953.

body of professional knowledge and skills. (c) Intake begins where the client wishes to begin the discussion of his problem. (d) Intake determines who shall receive the agency service, through a study of eligibility. (e) Intake gives the client an understanding of the agency function and role. (f) Intake initiates the development of rapport between the client and the social worker.

The New Philosophy of Corrections

Intake procedures for correctional institutions have become the object of much study by those who are interested in the improvement of present-day correction programmes. Intake initiates treatment, and it is therefore an extremely important aspect of the modern corrections programme. It does not begin at the training school, but at the time of the delinquent's apprehension. The experiences the delinquent has with the police, probation officers, judges and training school staff will have a decided effect upon him which will facilitate or impede his rehabilitation. Society's belief in this has led to the establishment of police juvenile bureaus and juvenile courts to deal with delinquents.

Society's present day-interest in a new philosophy of corrections is due to a growing awareness of the inadequacy and irrationality of the old philosophy. The basic premises of this latter philosophy are: (a) punishment acts as a deterrent of delinquent behavior (b) the offender must be segregated or incarcerated for the protection of society.

Those who will accept this philosophy claim punishment of the offender will deter him from committing further offences. They go further than this by stating that the fear of punishment deters others from committing crimes. The first claim is not founded on fact or else there would never be a second offender. However, experience has shown the number of recidivists

to be very numerous.¹ Similarly the belief that punishment protects society by acting as a deterrent to would-be law breakers is not supported by our new understanding of human behavior. Punishment relies upon fear, and many factors such as need, passion, emotional conflict, confidence of not being caught, and even a desire for punishment arising from a sense of guilt, can cancel the effectiveness of fear as a deterrent. Despite the emphasis upon punishment as a deterrent, crime and delinquency continue to increase.² This knowledge would lead us to conclude that punishment has little or no value as a corrective or as a deterrent. Therefore, a basic premise of the philosophy must be rejected.

The other premise of this philosophy, "segregation or incarceration of the offender for the protection of society", is similarly questionable. In practice society does the exact opposite of what this philosophy would suggest. If society was rational about incarceration, it would make it permanent for those offenders whom we know are most likely to commit crimes again, while permanent incarceration would be unnecessary for those we know to be least likely to do so. "Homicidal offenders, for example, are among

1. Studies on the incidence of recidivism have been made. John Ellington in his book, Protecting Our Children From Criminal Careers, Prentice-Hall Inc., New York, 1948, p. 48, refers to three follow-up studies of graduates of Industrial Schools and Reformatories in Massachusetts, Illinois and California. The studies proved that sixty-nine to eighty boys out of every hundred boys were known to have committed new crimes within five years of their release.

The studies referred to are: (a) a study of 510 males released on parole from Massachusetts Reformatory at West Concord between 1911 and 1922, by Sheldon and Eleanor Glueck and published in Five Hundred Criminal Careers, Knopf, 1930. (b) The study of thirty-nine graduates of the Illinois State Training School for Boys at St. Charles, made by Shaw and McKay and it appears in their unpublished manuscript, Criminal Careers of Former Juvenile Delinquents. (c) The study of 250 graduates of the Preston School of Industry in 1929 is recorded in the Report on Administration and Program of Preston, by the California Taxpayers' Association, April, 1945.

2. For statistical information regarding the annual increase in crime and delinquency, and the incidence of recidivism in Canada see: Annual Reports of Statistics of Criminal and Other Offences, from the Judicial Statistics Branch of the Dominion Bureau of Statistics, Ottawa.

the best parole risks and petty thieves among the poorest."¹ Therefore, if the claim that the purpose of punishment is to protect society, was to be taken seriously, one would hardly incarcerate the murderer, but would permanently lock up the pick pocket. Yet society does exactly the opposite. Therefore locking up a man cannot be due to the desire to protect society from a repetition of his crimes.

The modern penological or correctional philosophy² stresses two basic ideas, "individualized justice", and "incarceration with treatment". These ideas have been expressed by enlightened social workers, judges, lawyers and other socially conscious individuals for many years. The philosophy was finally translated into practice by the development of Children's Courts in South Australia in 1895 and a Juvenile Court in Chicago in 1899. With this development of specialized courts, society showed its willingness to consider incarceration of the offender with "treatment", based upon an individual diagnosis of the external and internal factors motivating the delinquent or criminal behavior.

Treatment as here used denotes a constructive retraining in various phases of the offender's personality, such that he might return to society, to live harmoniously with society the rest of his days. Often involved in treatment is the removal of the individual from environmental influences which could motivate anti-social behavior. He must be exposed to a more wholesome environment, where inter-personal relationships have some corrective value. Finally the individual should receive all the help that a professional and

1. Bruno Bettelheim, "On the Rehabilitation of the Offender", Federal Probation, Vol. 13, No. 4, December, 1949, p. 14.

2. For an excellent study of the development of the correctional philosophy, see: Harry Elmer Barnes and Negley K. Teeters, New Horizons in Criminology, 2nd. edition, Prentice-Hall Inc., New York, 1952.

well qualified staff can give through a well planned re-educative and clinical programme.

It should be remembered that frustration begets aggression and aggression is the basis of delinquent and criminal behavior.¹ Therefore treatment must assist the offender control his anti-social drives. It must reduce the frequency and intensity of frustrating experiences and substitute satisfying ones in their place. These new experiences will enable the individual to identify with the acceptable mores of society. The offender must be convinced that society is not against him. He should be helped to gain and realize self-respect through the knowledge that he can be a successful member of society, making a valid contribution to the welfare of all. John Ellingston neatly sums up the purpose and methodology of the modern corrections programme as follows:

to provide an environment, a program, and above all else human relationships in which every boy will feel he is wanted and that he is competent and respected and in which he will learn by doing habits of cooperation, of self-control, of self-reliance, of industry, of cleanliness, and of punctuality, so that he will have some desire and ability to live as a good citizen in a democratic community.²

The effectiveness of this new philosophy in the rehabilitation of the offender, particularly the juvenile offender is constantly being studied. The California Youth Authority has completed a study of the effectiveness of their corrections programme, and the results were most encouraging. From June 1943 to July 1947, 6628 boys and girls were released on parole from Youth Authority institutions. During that period all parole violations and all arrests before or after discharge from parole totalled 992, which

1. Bruno Bettelheim, op. cit., p. 11. For further discussion of the relationship of aggression and delinquency see "The Treatment of Aggression", American Journal of Orthopsychiatry, Vol. 13, No. 3, July, 1943, pp. 384-440.

2. John Ellingston, op. cit., p. 10

is a total recidivism rate of 14.95 per cent, a truly amazing record.¹

It must be realized that society cannot expect 100 per cent effectiveness in any corrections programme. There will always be offenders, who have become so damaged in their personal relationships and so twisted in their thinking that they can never be rehabilitated. The effectiveness of any programme must be judged on a relative basis, as it compares with other corrections programmes. Studies have pointed out very emphatically that incarceration for punishment alone has not been too successful in caring for delinquent and criminal offenders. Incarceration with treatment has been relatively much more successful.

What is Delinquency

Who are the delinquents that corrections programmes are concerned with? What is the nature of a delinquency and what purpose does it serve? A delinquent is a juvenile whose behavior pattern deviates from a codified set of rules and he therefore becomes the concern of the law. "Delinquency is not a distinct psychological entity, but rather one form of an emotional disturbance. Delinquent acts are built out of conflict, and it is intended to serve as a way of meeting or covering up a problem. As a symptom its motivation is unconscious, or at best only vaguely sensed by the patient."² The basis of delinquency is aggression and it can be used to retaliate against society for real or supposed wrongs or, to compensate for physical and emotional inadequacies. Neurotic juveniles often use delinquent behavior

1. Ibid, p. 175, The results of this study are very high. This is due to the short span of time covered in the study. A more accurate evaluation would be achieved if the study had covered a longer period. However, these results are very significant and encouraging.

2. Herschel Alt and Hyman Grossbard, "Professional Issues in the Institutional Treatment of Delinquent Children", The American Journal of Orthopsychiatry, Vol. 19, No. 3, July, 1949, p. 280.

to elicit punishment and thus expiate a sense of guilt.

Intake in Correctional Institutions

In this thesis it will be shown that there are two phases of the intake process; that which takes place prior to the delinquent's entry into the training school, and that which occurs within the institution itself. The term "reception period" refers to that portion of the intake process which occurs within the school. This period extends from the time of the delinquent's entry until he is assigned to a regular group within the general population of the school.

Study, diagnosis, treatment and preparation for further treatment are the major functions of intake in a correctional institution. The importance of intake is attested to by the development of special "reception programmes" in progressive juvenile and adult correctional institutions. Some states¹ having the most progressive programmes, have developed special "reception centres" to insure good intake procedures.

Authority in the Reception Programme

One important aspect of the reception programme is its use of authority. This could be defined as the right of individuals by virtue of their office or position of public trust, to command obedience to their dictates, so long as these dictates be lawful.

The delinquent's contact with the institution is not a voluntary one, but it is one forced upon him by the authority vested in a court of law. In the institution the delinquent finds that authority is still present, in the form of certain limitations within which he is free to act as he chooses. Though the court can compel him to reside in the training school and the school can compel him to participate in the rehabilitation programme,

1. California, New Jersey and Minnesota.

neither the court nor the institution can force his inner acceptance of the rehabilitation programme.

In modern penology one of the purposes of incarceration is to teach the inmate that there is no such thing as absolute freedom in human affairs, and that no one can escape responsibility for the consequences of his own actions. Society has found it necessary to deprive an individual of his liberty for the purpose of teaching him how to use his freedom.

The authority implied in the rehabilitation programme need not be detrimental. If properly used it can often facilitate the treatment process.¹ Indeed, some individuals require external limits to assist them in controlling unacceptable impulses which seek expression.

At no time should authority be misused. It must not be based upon the whims of staff members, thereby becoming personalized and inconsistent. Rather the setting of limits should be based upon a diagnostic study of each boy's needs. It is of utmost importance for the delinquent to discover that authority can be friendly, just and consistent. The emotional tone of authority will be determined by the attitudes of the staff toward the boy. This in turn will determine whether authority will facilitate or impede the rehabilitation programme.

Differences in Reception Programmes

Though juvenile reformatories have the same basic function, there are great variations in the actual reception procedures. Each institution's understanding of the nature of intake and its appreciation of the importance of intake will determine the procedures followed.

1. Fanny Houtz and Evelyn Kostick, "Preparing Delinquents for Treatment", American Journal of Orthopsychiatry, Vol. 17, No. 1, January, 1947, pp. 143-150.

These authors found in their study, that authority could be used constructively in preparing juvenile delinquents for treatment, if it was safe guarded by the attitude of the worker and if it was used consciously as part of a plan based upon diagnostic findings.

In the present study two training schools are reviewed as a means of analyzing the differences in reception procedures.

Information¹ about the first programme, called here School A., which was in use as recently as 1951 refers to the reception programme used in the Boys' Industrial School at Coquitlam, British Columbia in 1951. Fortunately the conditions described do not exist now. Changes in the school philosophy resulted in many improvements of the reception programme, particularly the facilities for housing the new inmates. The second programme described, called here School B., is one which was used some five years earlier in the New York State Training School for Boys at Warwick, New York.

School A

The offender is first brought to the detention wing, which also serves as a reception wing. Here he is met by the supervisor, an untrained worker, who must gather factual identifying information for the school records. He makes little effort to relieve the boy's anxiety about his impending incarceration.

The boy is then asked to undress. He is required to give up all personal effects; money, rings, watch and billfold. These items are carefully recorded on the Personal Effects Sheet in the presence of the boy. They are then placed in a safety deposit box and stored in the school until his release. The boy must undress either in the detention block hallway or in the large open shower room. He has no privacy because the other boys confined to the detention block are free to watch if they wish.

A compulsory shower supervised by the officer is then required. At

1. Information on this programme was gathered by the writer through personal interviews and observations.

this time a check is made of the body for identifying marks and indications of skin diseases.

New clothing, bedding and toilet articles are issued at this time. The boy's own clothing is collected to be cleaned and stored until his release. The boys are not required to wear identical clothing.

The boy is now assigned to a room in the detention block until he has been interviewed by the nurse, social worker, school principal (when possible) and assistant superintendent. The nurse usually examines the boy shortly after he has showered and received his clothing. If some disease is detected, the boy is quarantined until he can be examined and treated by a physician. Otherwise he is returned to the detention block.

The social worker interviews the boy within the first or second day of his committal. He secures the indentifying data necessary to supplement the information of the social history and court record. The worker seeks to gain an understanding of the boy and his motivations. He also gives the boy some information about the school and its programme.

In the majority of the cases, the school principal interviews the boy to gain some understanding of his school progress and adjustment.

The assistant superintendent interviews the boy before he is released from the detention wing. He informs the new inmate of the school rules by which he is expected to live. He attempts to give the boy some understanding of the school's purpose and programme.

Following these interviews the boy is released from the reception wing and assigned to a group in the school population. Which group the boy is assigned to will depend upon his age and size. This period of reception and classification normally takes about three days. However, it can be quite flexible depending upon the boy's ability to adjust to the new setting.

The reception unit for the new boys is actually the detention wing. This wing or block also houses the returned runaways, who are confined for punishment. Aggressive boys and special behavior problems are confined there for disciplinary reasons.¹ All the boys in the block are able to intermingle freely during organized activities, recreation and free time "bull sessions".

The rooms in the detention block are small and bare of any furnishings, except one or two beds. A pail with a cover serves as a lavatory when the rooms are locked for security reasons. Windows are made doubly safe with steel window frames and heavy wire screening. All the solidly constructed doors can be locked individually when required.

School B.

A newly committed boy arriving at Warwick is first registered and then immediately interviewed by a clinic case worker in the psychiatric clinic. Immediately on arrival he is furnished with the booklet "An Introduction to State School", which helps him to understand what he will be expected to do and how to go about it when assigned to a cottage, and in a general way informs him as to the aims of the institution and its general programme. The boy is encouraged to ask questions regarding the school and an attempt is made to smooth over the initial shock of the drastic change to an unaccustomed environment.

The worker secures from the boy certain identifying data concerning his family, places of residence and schools he has attended. These facts, with others regarding commitment, are recorded on the face sheet of the

1. At the time the study of this reception programme was made, the population of this wing included a number of "powder boys" (runaways), trouble makers from the regular population groups, boys with sex problems, such as homosexuality, who required close supervision. An epileptic, whose seizures were so numerous and violent that they frightened the other inmates, was also housed in the so-called reception wing.

boy's record. In addition, the boy is lead to talk about his home and school life, companions, the delinquencies which led to his commitment and his vocational interests and aims. A special effort is made to elicit information that will throw light on his particular aptitudes and interests in order that these may provide an approach to constructive training. An attempt is also made to reach an understanding of the boy's general attitude toward himself and others and of the underlying motives for his conduct. This initial interview becomes the starting point of the boy's clinical record in the school.

In order to maintain or re-establish the boy's contact with his home, he is supplied with stationery and urged to write a letter. At the same time he is told of the standard letter which is sent by the institution to each boys' family informing them of his safe arrival, that they may expect an early call from one of our social workers, and that they may visit the boy and send him appropriate gifts.

The boy is then conducted to the medical unit where the school physician and dentist give him a complete physical examination. Unless some condition requiring hospitalization is detected, the boy is then transferred to the Reception Unit, which is located on the upper floor of the Hospital and Administration Building, and is under the direction of the clinic. Here his physical needs are taken care of; he is equipped with school clothing, and made generally presentable. In this unit the boy lives in an individual room and follows a temporary programme comprising the care of his own quarters and outside assignments of light work around the grounds, with an ample allowance of time for recreation. During this reception period, the boy is very closely observed and is given a series of psychological tests, followed up by the case worker, interviewed by the psychiatrist and greeted by the chaplain of his faith.

At the end of ten days, the supervisor of the Reception Unit records his impressions of the boy, stressing such points as personal and work habits, attitudes toward the cottage and work supervisors and to other boys and also to his family, so far as these last may be judged from the character of home correspondence.

The case worker who admitted the boy, prepares at this time, under the supervision of the psychiatrist, a report known as the "Reception Transfer" which summarizes the results of the preliminary study. This report comprises the following items: Problem, Background, Personality, Education, Psychological Report, Medical Report, the Reception Supervisor's observations, the boy's expressed job interests and the clinic's recommendation. This transfer, which aids in working out the boy's preliminary programme in the institution, is sent to the Assistant Superintendent in charge of assignments, Director of Education, Vocational Director and the boy's Social Worker. After two weeks in the Reception Unit, the boy is transferred to a cottage and enters the general program of the school subject to review by the Classification Committee one month later.

A progressive reception programme¹ such as that found in School "B" is important because the first impression a boy received at the training school is a lasting one. It is of utmost importance that he should be made to feel that he has come into a friendly environment, where the staff wish to help him. He must get the feeling the school is not a punishing agency. Therefore the administration must develop a positive reception programme.

Today Correctional Institutions are being designed for a clear purpose to rehabilitate the offender. However, though society can provide excellent

1. As described in the informational bulletin published by the New York State Training School for Boys at Warwick, "Organization for Treatment at the New York State Training School for Boys".

facilities and programmes for his rehabilitation, unless it is able to awaken in the delinquent the desire to participate in his own reformation, the facilities and programme offered will be relatively ineffective. Reformation, however, is intrinsic: it must come from within the individual. It can get its inception through positive initial contacts which the offender has with the institution, its staff and its programme.

The Committee on Classification and Case Work of the American Prison Association has made the following statement:

The necessity for an institution programme which will have a constructive effect upon prisoners is based upon the inescapable fact that over ninety-five per cent of all prisoners committed to prison are sooner or later returned to the community.¹

The necessity of such a programme is even greater in juvenile institutions for, of the children committed to their care, a much higher percentage than ninety-five per cent are returned to the community.

Methodology

The present study is based on the premise that intake for any juvenile correctional institution begins before the delinquent is placed in the Institution. Intake begins with the offender's apprehension by the police, and it continues throughout his contacts with the Social Worker during the pre-court investigation; the juvenile court judge during the court hearing; and the institution staff during the reception programme. However as this study is not primarily concerned with the pre-institution intake process, only brief mention will be made of the role the police officer, the social worker and the juvenile court judge play in the overall intake process.

The method of study is to describe and evaluate the intake procedures

1. The Committee on Classification and Case Work of the American Prison Association, Handbook on Classification in Correctional Institutions, New York, 1947, p. 1

that a juvenile delinquent would experience from the time of his apprehension until he is assigned to a group in the general population of the school. Special emphasis is given to the study of the reception programme used in the Saskatchewan Boys' School. To aid in the evaluation of the Boys' School reception programme, a hypothetical reception programme has been analyzed into its component parts and reviewed in detail for its implications for the juveniles, staff and community. The reception programme of the Saskatchewan Boys' School is then similarly analyzed for evaluation.

The best method of elucidating the components of a good reception programme is to follow a newly committed juvenile through a hypothetical reception programme. The programme described is a composite one, which has made use of the best features of programmes in Canadian and American training schools. Also incorporated into this programme are the ideas and standards suggested by numerous experts on the subject of correctional institutions. Although the allocation of time to specific activities, the assignment of staff to specific functions and the emphasis given to various aspects of the programme vary from school to school, the total activities that should be accounted for during the reception period will be present to a greater or lesser degree in every juvenile correctional institution.

The information on the principles of a good reception programme was gathered from the written opinions of leading authorities on delinquency and corrections. This bibliography bearing directly on intake and reception programmes has been gathered and placed in the appendix.

To facilitate the use of the bibliography, it has been necessary to classify it into special sections as well as one general reading section. Each special section of the bibliography will correspond to

one of the main divisions into which the intake and reception process has been analyzed. The bibliography will be divided as follows:

- A. General Reading.
- B. The Role of the Police in the Intake Process.
- C. The Probation Officer and the Intake Process.
- D. The Responsibility of the Juvenile Court Judge to the Intake Process.
- E. The Institution Reception Programme
 - 1. The Initial Interview
 - 2. The Reception Quarters
 - 3. The Activities Programme
 - 4. Diagnostic Services
 - 5. Classification

CHAPTER 11

PRINCIPLES OF A GOOD RECEPTION PROGRAMME¹

The offender's first contact with a penal institution should be with the social worker. This first impression of the institution is his most lasting impression, particularly for a very emotionally disturbed child. Therefore the staff person receiving the boy upon his entry into the institution should not only be warm and friendly, but should have the necessary understanding of human behavior to make the boy's first experience in the institution a positive one. Certainly too he should have the skills and techniques for handling emotional upheavals in a constructive manner.

Initial Interview

The first contact should be in the nature of an intake interview. However in larger institutions where there are a number of new admissions each day, a group discussion is recommended. In the individual interview or in the group discussion, each child should be given some understanding of the purpose of the institution and what they can expect within the school setting. Each boy should have the opportunity to raise questions about this new and threatening experience. This initial orientation is necessary, not only because it helps to focus attention upon those children who seem to be severely disturbed, but because it also serves to reassure the children themselves.

1. The principles of a good reception programme, which are stated in this chapter, are alluded to by so many authors that it would be quite impossible to give any particular person the credit for a stated principle. Consequently there are few direct references made in the text. The reference material for this chapter, articles and books written by noted authorities on the subject of correctional institutions will be found in Section E of the bibliography.

In some of the larger institutions, where the daily rate of intake is high, informal group discussions have been found to be more valuable than individual interviews, as a means of preliminary orientation. The presence of other newcomers in the same situation tends to act as a stimulator to the child, who otherwise would be reluctant to voice aggressive attitudes or fears to a strange adult. In the group situation should one boy feel free to begin expressing himself, a flood of other spontaneous responses is likely to follow. The questions the youngsters ask can then be used to assure each boy of the institution's desire to help him on an individual basis. The questions and the discussion that follows will act as a release for all the youngsters, and also as a source of information to the observant social worker.

The majority of the institutions use the individual interview as a means of receiving the delinquent into the institution. There is no doubt that the way the boy views his impending incarceration will depend to some extent upon the first interview; for this reason it is wise to discuss this important aspect in greater detail.

An interview is a conversation of a formal nature which is entered into for a specific purpose, to obtain information about an individual and to effect a change in the individual's behavior or attitudes. "The interview's essential element is a face-to-face exchange of ideas. It is a two-way process in which the leading or dominant role may lie in the subject or the interviewer, depending upon the needs and potentials of the former and the philosophy and techniques of the latter. It is a tool widely used by agencies concerned with the control and adjustment of human beings in their social surroundings."¹

1. G. I. Giardini, "Interviewing - A Two Way Process", Bulwarks Against Crime, National Probation and Parole Association, 1948, p. 174

An interview can have a three-fold function: (a) fact-finding (b) treatment (c) research. In a particular interview, any one, or any combination of the three purposes can be realized; although research is by far the least frequent.

In the reception programme the initial interview should almost certainly concern itself with treatment, with little emphasis placed upon fact-finding. In subsequent interviews during the reception programme the interview can focus upon fact finding and treatment as the need occurs. The main purpose of the initial interview is to deal with the feelings of the delinquent at the time of his entry into the institution. This experience is a very critical one to the boy, for he has experienced apprehension by the police, investigation by the social worker and sentencing by the judge, all of which has lead to his incarceration. For sometime the boy has probably been under severe emotional strain and at this time his emotions are very close to the surface, pressing for expression. The interview should be concerned with relieving the anxiety about his present situation and impending incarceration. It should be concerned with helping the boy realize that, though this experience is frightening, all the world isn't unfriendly and punishing. It must be concerned with helping the boy accept the responsibility for being at the school. It must help him realize and understand the nature and meaning of the limits within the school by which all the boys are expected to live.

The intake interview must be an individualized interview suited to the needs of the boy. "Whatever the cause of the delinquency, each child is an individual who has achieved certain levels of growth and development, who has his own peculiar background of experiences, his own ideas, his own loyalties, his own personality."¹

1. Richard Clendenen, "A Look at Our Training Schools", The Child, Vol. 15, No. 2, October, 1950. p. 45

The interviewer must be prepared to be greeted by glum silence, angry tirades, deceiving acquiescence, and only fair cooperation. It must be realized that the boy has great feelings of anxiety, guilt, irritability, defiance and fear, because of his realization of society's censure of him and the threat of the impending incarceration. Thus to work with each boy successfully requires great skills in interviewing and diagnosing. A boy may be very talkative upon his first meeting with the interviewer. He has little difficulty in discussing his difficulties leading up to his present situation, indeed he might feel a great pressure to talk. It is necessary that he be allowed to experience what cathartic effect talking might have.

However, the interviewer must consider ^{THE MOTIVATION} of such a free expression, which requires sharp diagnostic skills. A boy may discuss his problem because of a strong wish for help in controlling his behavior. If so, he realizes the difficulty his behavior has caused himself and others; this is a very healthy sign, for it shows insight into reality and a real desire for help. Another boy will discuss his behavior over and over again often in a very brash manner. This is a wish to flaunt himself and his behavior before the society that the worker represents. This boy has no intention of asking for help or using help; instead, he shows resistance. A third boy refuses to discuss anything with the interviewer. A fourth boy becomes aggressive, swearing and threatening. He often projects the cause of his difficulty upon others. Another finds it easier to show outward acquiescence to society, although inside he has built up a hard core of resistance.

With the possible exception of the first boy described, the reactions are explainable when it is realized that the boy is aware that he has been placed in a position where he is subject to the dictates of society as it is represented to him by the staff of the institution. He feels defenceless and certainly alone in this new frightening experience. He begins to

feel like fighting back in any effective manner that he can use. His most effective weapon is resistance to the interviewer and all he wishes to do for the boy.

The concept of resistance must be understood, as almost every intake interview in a juvenile correctional institution will be concerned with it. A better knowledge of resistance will allow a sharper diagnosis of the boy's treatability. Herbert Apetker¹ suggests that resistance is an unwillingness on the part of the client to give himself in the interview situation or to refuse to accept any help from the interview. This resistance usually rises out of: (a) a need to defend oneself against imaginary or real physical, mental and emotional dangers, (b) a refusal to allow ego defences to be broken down, (c) the inappropriateness of the interviewer's personality for the role he must play.

Resistance itself has very definite qualities: (a) It is an integral part of every person's mental and behavior process. (b) The individual uses it to perform a definite function in interview situations. (c) It has recognizable qualities of its own in each individual. (d) The strength of resistance in a person will vary from time to time, as it is modifiable.

Though the interviewer is usually met with resistance, it will be his responsibility to try to develop rapport. Rapport signifies a relationship of trust and confidence in which the delinquent knows the interviewer is aware of his unacceptable behavior, but accepts him just the same. This first interview can often condition the boy's reaction to other staff members, who will be coming into contact with him at a later time. If the development of rapport can be initiated at this time it will ease the development of a positive relationship with other staff and thus facilitate

1. Herbert Apetker, "The Concept of Resistance", The Family, Vol. 18, No. 10, February, 1938. pp. 346-349

treatment. The techniques of developing rapport often are determined by the personality and skills of the interviewer and the reaction of the interviewee to his present circumstances.

The setting in which any interview takes place will determine to a large degree the development of rapport. The interview should take place in a private comfortable atmosphere. Nothing will impede the development of rapport more than constant interruptions, during the time the boy is engaged in relating to the worker information which he considers confidential, and which is usually charged with emotion.

The approach of the interviewer must be positive in that he shows a sincere interest in the boy and his difficulty. The interviewer must impart a feeling of confidence by showing self-confidence in his contact with the youngster and by giving the boy some sense of security through acceptance of him no matter what activity the boy might have been responsible for.

In those situations in which the boy has a need to discuss his emotions as they affect him at this time of entry into the school, the worker must be understanding and empathetic. It is of the utmost importance to relieve the delinquent's anxiety, in order that he might mobilize his strengths and resources to take more effective action. There are limitations upon the passivity of the worker, which must be based upon a clear diagnosis of what the boy is saying and why he is saying it. It is a good rule borne out by experience that at no time should the boy be allowed to discuss too much highly emotional material in the first interview. There is value in being able to talk about recent difficulties, such as his present situation in particular. However, the cathartic effect is lost if the boy is stimulated to recall to consciousness subjective emotions, which he has unsuccessfully tried to repress and which can be very threatening if renewed.

If these feelings are expressed before a strong positive relationship has been formed, increased defensiveness usually results; thus resistance is increased not reduced. Leah Feder states "When a person gives information, he frequently gives the other person a part of himself which then in his mind may be used as a means of harming him. He has become vulnerable and withdraws from the possibility of further injury by breaking off the relationship, unless the satisfactions of sharing his information with someone who accepts him overbalance the sense of danger involved".¹

In such situations the worker's responsibility is to dilute the emotional content of the interview by taking an active part in redirecting the focus of the discussion; by discussing his present reality, by offering advice and encouragement for some constructive action that they are capable of taking.

In any interview the worker must show frankness and honesty in relation to the delinquent. He should accept the boy's story with reservations. Where inconsistencies occur he should be frank about his suspicions² and attempt to test the reliability of the story. The interviewer should not be gullible for it encourages falsification and interferes with the development of the boy's confidence in the worker. Nor should the tactics used by the interviewer be that of an inquisitor, for they are resented and a rapport can never be developed. The interview should not become a medium for giving a lecture on the moral issues of the boy's behavior. Such lectures are not wanted by the boy and invariably it will force the boy's further withdrawal from any positive relationship.

1. Leah Feder, "Early Interviews as a Basis for Treatment Plans, The Family, Vol. 17, No. 7, November, 1936, p. 237

2. Augusta F. Bronner, "Techniques in Interviewing", Federal Probation, Vol. 7, No. 3, September, 1943, pp. 10-13

To help the delinquent at the critical point of the initial interview, he must get an honest, factual and clear understanding of his present situation. He must understand that the limits placed upon him are not personally directed at him as a means of punishment, but that they are inherent in the situation in which he finds himself. The rules and regulations that he will soon have to adhere to are the same for all.

It will be very helpful to give him all the facts about the school, the programme, the staff and the general rules by which he is expected to live. Often it is very appropriate to express for the reticent boy, feelings and ideas which he no doubt has but is not free enough to express. This should be followed with an explanation by the interviewer of his willingness to assist him meet the limits and frustrations of the situation.

No matter how the boy reacts to this his first taste of incarceration, he has the right to know why he is in the school; what he can expect from the school and what will be expected of him. Therefore it is important that the interviewer give the boy this information. Furthermore he should give the lad the opportunity to ask questions if he is so disposed and then answer them fully and clearly. It is wise for the worker to express for the boy some of his distrust and other feelings about his present situation which he feels but is unable to put into words. Advice should be given only sparingly, when the boy is able to use it. The lad has received so much advice up to this point that he can't use it and what is more he doesn't want it.

The boy should be told that his family will receive a letter from the school informing them of his safe arrival, and that they are free to visit him and send him appropriate gifts. The boy should be encouraged to write a letter home. He should know that, upon being assigned to his room, he will be supplied with stationery.

The social worker should be responsible for collecting the boy's personal belongings, such as money, cigarettes and knives, which are considered contraband. Taking these possessions is usually interpreted by the youngster as a hostile act. However, if he is given a detailed explanation as to why the articles are taken from him, it will not be as threatening to him. The manner of storing his possessions until his release is also explained. Later, when he is showering, his clothing can be searched to insure his compliance with this request.

At the end of the intake interview the boy is given an informational booklet, which gives a brief description of the school. It helps him understand the aims of the institution and its general programme. He is informed in a general way what is expected of him.

Should the social worker responsible for the reception of the boy also be responsible for continuing case work services? This question has not been settled, as the answer depends upon the size of the institution, the responsibilities of the case worker and the rate of intake. In large institutions it is preferable to have one person responsible for the intake interview. This worker is responsible for study, diagnosis and initial treatment of the boy, and continues his association with the boy throughout the whole reception programme. However, at the end of the reception period the boy is transferred to another case worker, who is responsible for continuing the case work treatment throughout the duration of the rehabilitation programme.

In the small institutions the case worker is usually responsible for both the intake interview and the following case work services. This is a preferable situation because it permits continuity of such rapport as can be developed in the intake interview. This arrangement also facilitates the case worker's understanding of the boy, because the psychodynamics

observed in the initial interview are usually very meaningful.

Medical Examination

The boy is then conducted to the medical unit where a thorough medical examination is given to him. This practice is important because it allows the early recognition and isolation of any that happen to be infectious disease carriers. Of equal importance, however, is the knowledge of the youngster's general physical health, for illness and disabilities can influence the boy's emotional adjustment and prejudice his individualized rehabilitation programme. Physical disabilities such as toxic conditions and severe fevers can be responsible for mental disorders, while physical deformities and disfunctioning may be responsible for motivating compensatory behavior which could be unacceptable to his fellow inmates or the administration.

The regular physical examination should include a neurological examination. The physician should be concerned with discovering any disease of the brain, spinal cord or nerves which could result in mental illness, loss of hearing, loss of vision or any other sensory function. Note should be taken of any indication of paralysis, tremors, poor flexion or disturbance of gait. A medical examination is not complete without certain laboratory tests being performed. Each boy should routinely receive an urinalysis, Wasserman test, tuberculin test and a blood count during the reception period.

In a larger school where a full-time physician is employed, the youngster is given a thorough physical and neurological examination immediately upon admission. If the school uses the part time services of a physician, and he is not available at the time of the boy's admission to the school, then the nurse gives a cursory examination. The nurse is usually concerned with locating contagious diseases or rather obvious

symptoms of illness. At the earliest opportunity the youngster should be examined by the physician. Some institutions have arranged for daily visits by a physician, which means that the new boy is given a thorough examination within twenty-four hours of his admission. Should there be any indication of infectious disease or ill-health requiring special care, the boy is immediately placed in the hospital unit. Here he remains until it is safe for him to be placed in the reception unit. If he is found healthy, the child is referred directly to the reception wing to be assigned to a room.

Before being released from the reception wing, the boy should have a thorough dental examination. If remedial dental work is required it should be initiated. The larger schools have on staff a full time dental hygienist and a part time dentist. Most of the schools make use of the dental services available in the community on a part time basis.

Accommodations

"Though bricks and mortar do not make an institution, they give it its characteristic shape, setting not only physical but functional limits to what it can do. No matter how much a programme is centered on human relationships, the building and surrounding space perform an inevitable role by affecting the nature and quantity of the necessary controls. On the one hand, a well planned facility can make it possible to keep to a minimum the restrictive measures required to maintain order. On the other, a facility inadequate to its purposes demands, in the interests of supervision, certain arbitrary and rigid controls which can only serve to intensify the problems of the youngsters confined within its walls."¹

1. Frank J. Cohen, "Children in Trouble", N. W. Norton & Co. Inc., New York, 1952, p. 153

Experience has shown the necessity for establishing adequate reception quarters for new admissions. Each newly-admitted youth should be given the opportunity to gain some composure after his trying experience in court before assuming his place as a member of the general population of the school. At the same time, the staff must gain an understanding of the boy so that they can make a judicious decision when they assign him to a regular group. When a child first arrives in an institution his feelings of resentment and hostility over this placement are likely to be at their highest pitch. This condition is liable to last for some days. The temptation to abscond is greatest at this time. Should the newcomer be placed immediately in with a group of the general population, this group often is unfavorably affected, as the new boy's hostility over his present situation could precipitate a group disturbance. On the other hand the disturbance may be caused by the incompatibility between the boy's basic personality and the group standards.

The location of this reception wing should have a logical relationship to other functional rooms and areas associated with the reception process. Thus for administrative convenience the reception unit should be in close proximity to the administrative offices, medical facilities and interviewing rooms. It should be located in such a way that the new admissions can be segregated from the general population if necessary.

It is suggested that the reception wing be a self-contained unit. The construction of the unit should encourage varied constructive activities, allowing each boy to have a choice of activities which will suit his particular needs and interests. The purpose of the reception period is to study, diagnose, and treat the delinquent. However this will not be possible if the individual does not have the use of the necessary facilities to participate freely in the activities of his choice.

If the facilities are such that the activities he can engage in are severely limited, the observations of the boy cannot be considered valid. They are observations of an adolescent boy reacting in a very restrictive environment, which could be a totally unrealistic picture of his ordinary personality.

There should be adequate security features in the building, without these features being too obvious. Adequate security always permits better relationships between the youngster and the staff members. When the personnel are able to relax, they have more time and energy to devote to the proper care of the boy. There is no place in the programme for constant suspicion, for it destroys the relationship between the boy and his supervisors. The youngsters should not have to be herded together to insure security. A secure building helps to remove some of the strain of supervision from the staff as it lessens the boy's temptation to run away.

The unit should allow the maximum in visibility and control, so that the worker on duty can give relaxed attention to individuals or small groups in some constructive activity, while the entire group is under constant surveillance. Of course the modern provisions for health and safety should be incorporated. The building should be structurally sound, secure and fire-resistant; properly heated, ventilated and lighted.

During the reception period each boy should be assigned to a single sleeping room. Burdened with his many feelings of guilt, remorse and humiliation, the boy will want some respite from the pressures of living in an artificial group. A single room will give him the privacy which everyone desires and needs at some time or other. The individual room provides seclusion not only for sleeping but for writing, reading

and meditating. An individual room will allow the boy to have semi-private chats with the unit supervisor whenever he is disturbed or feels the need for talking. Such a personalized relationship is difficult to achieve in a dormitory.

In the reception unit the boy becomes acquainted with the unit supervisor, who will be responsible for his care and supervision during the reception period. There appears to be no unanimity of opinion amongst training school administrators as to what this person's training ought to be. Some administrators insist upon psychiatric social work training; others require group work training; while still others do not insist on professional training as long as the supervisor has certain other qualifications, which are necessary to do a proper job.

There appears to be unanimous agreement that the supervisor should have specific qualifications. In fact every staff member who has personal contact with the boys in the course of his duties should have at least these qualifications which are basic: (a) He must be sensitive to the fact that the youngster looks at his delinquency, his arrest, his court hearing and his reception at the institution in a different light from the officials responsible for him at the time. (b) He must have enough understanding of human behavior and personality to know that a delinquent act is committed to satisfy some need or impulse. That conduct, whether good or bad, is not the result of moral perversity and "sin", but is largely the result of past experiences. To alter it for the better, one must offer satisfying new relationships and experiences to take its place. (c) He must have emotional maturity and more than just intellectual understanding of the youngster's motivations. He should have a quiet self-confidence which can inspire confidence and trust in the youth: he must also have a certain objectivity towards the

boy and his behavior.

Booking-in Procedures

After being assigned to a room the boy is asked to undress and shower. This procedure is carried out in the privacy of the reception unit facilities.

Following his shower he is issued new clothing and toilet articles. Each youngster should be allowed to wear his own clothing if he so desires and in any case every effort should be made to avoid regimented dress, by providing a wide variety of clothing in different colors and styles.

During this procedure of showering and issuing of clothing, the supervisor should give the boy a further orientation to life in the reception unit and in the school. When the boy has been issued his clothing the supervisor should introduce him to others in the unit. The youngster is given the opportunity and encouragement to write a letter home and later to join in the group activities.

School Programme

After being received into the reception unit the boy enters a programme of school activities, work assignments and leisure-time activities. Interspersed throughout this programme he has individual interviews with his social worker, the psychologist and the psychiatrist.

The school programme is a very important part of the reception period activities. The boy's rehabilitation begins with his entry into the institution and the process of re-educating him must begin at this point. He cannot be kept in an intellectual vacuum prior to being placed in the general school population. It has been found that a full day of leisure-time activities is too much to manage successfully with any group

of youngsters. Thus by instituting an educational programme during the day, the leisure-time programme of the late afternoon and evening becomes a relief to the boy, instead of a monotonous participation in a programme which might involve considerable idleness and inadequate mental activity.

A conventional curriculum is not suitable for the needs of all the youngsters for actually what a child learns during this period is less important than his developing a positive attitude towards learning. Therefore it is imperative that the curriculum be designed in such a way that every youngster has some opportunity for achievement. When and where possible, information about the youngster's academic progress and school adjustment should be received from his former school. This information, combined with the data gathered from carefully devised educational achievement tests, will give the teacher some indication of the boy's school progress. The teacher then must be prepared to establish continuity of school work on an individual basis, at the level at which each child can realize some success.

Formal education must be subordinated to the youngster's real need, emotional health. Academic achievement is only valuable as long as it serves to bolster self-confidence. Therefore the youngster who is capable of accepting academic training should have it. On the other hand, forcing a boy to take academic subjects in which he has experienced repeated failures obviously will have a detrimental effect upon him. The curriculum must be practical, stimulating and adaptable to the particular needs and interests of the pupils. It has been found that the majority of the delinquents are retarded to some degree in the basic subjects of reading, writing and arithmetic. This retardation often becomes a very important motivator of delinquent behavior.

Repeated failures in school and unfavorable self-comparisons with better students are effective ways of giving a pupil feelings of inferiority. The resulting self-assertiveness and truanting may be little more than compensatory behavior. A youngster with such a history has a great need for remedial help in the basic subjects. He should be allowed to work at his own pace, so he might experience some sense of achievement, not frustration. In addition the youngster should have some courses in social living, social sciences, citizenship and hygiene.

A child suffering from a great deal of anxiety has little capacity for sustained interest in any subject or activity. To attempt to force his attention is to misunderstand his difficulty. Instead, a continuous effort on the part of the staff and a variety of opportunities for achievement is required to keep the youngster absorbed and interested. Classes in art, weaving, drawing and vocational training are often suitable and should be available for the boy as he desires them.

There is a definite need for some practical training in the school programme. An adolescent tends to use motor activities to externalize inner drives and tensions. The basic purpose of the vocational training course should be not to give him a skill for employment purposes, but to drain off such drives into constructive activities. In actual practice, few schools are able to develop a good vocational training programme. Usually the training is pre-vocational and is designed to develop the boy's interest in work and aptitudes for work, by giving him some elementary practical skills in the use of shop tools and equipment. However as many delinquents are not able to accept academic work without seeing a practical goal associated with it, it is important that the academic programme and the pre-vocational training programme should be

closely integrated.

The boy's learning experience is not confined solely to the school programme. All his activities should be a part of a twenty-four hour re-educative experience. Thus practical questions arising from experience in the institution and academic work in the school should be related. This relationship between school and non-school experiences is important because it helps to break down artificial barriers, which have made education meaningless to the child.

Only in the larger schools, where the intake rate is high, have the administrators developed a special school class for new admissions. In order not to duplicate services, youngsters in the reception unit usually participate in the regular school programme. Following the school day these children are returned to their quarters.

School should be conducted regularly from Monday to Friday, except for holidays and vacations. The school day should be at least five hours long, and a wide variety of activities should be possible during this time to insure a high degree of interest from the boy. To provide the necessary individual guidance, classes of not more than ten or fifteen youngsters are essential.

Work Assignment

Each youngster should be assigned the responsibility of caring for his own bed and room. If a particular youngster cannot or will not adjust to the school programme, he should be given a special work assignment under the close supervision of one of the staff members. Experience shows that this close supervisory relationship and the experience of accomplishing some useful task often enables the boy to make a better adjustment to the institution.

Work assignments must not be used as a means of discipline or punishment. However, there are exceptions to this principle; if for example a boy's misbehavior directly causes extra work, then it would be appropriate to hold the boy responsible for completing this extra work. But at no time should a child be employed to do the work that should be the responsibility of the staff.

Leisure-Time Activities

In every institution a child needs assistance to use his leisure time profitably as all too often leisure time is not planned for and the youngster is allowed to select the activity he wishes. However, because of his own disorganization he is in no position to make a constructive choice. Full use of leisure time on a planned basis is vital to the emotional health of the youngster. If a balanced programme is not offered him or if it is not satisfying enough, he will find other means of expressing himself, and this may well take the form of negative or destructive behavior.

Recreation can be used by the incarcerated delinquent in many ways. (a) It can be used by some individuals to compensate for feelings of inferiority. (b) Recreation can serve as a means of discharging great reservoirs of aggressive drives. Through recreation, hostility and aggression can be expressed in a socially acceptable manner. (c) Through some kind of recreational activities, the youngster is allowed to regress in a socially acceptable way and he is able to give up his often frustrating veneer of maturity. (d) Escape from the discontent and anxiety of living in the institution is possible through interest in a satisfying recreational activity. (e) Recreation can fulfill the boy's needs for belonging, through his becoming a member of a team or a group with common interests. (f) Finally, a

good recreation programme will include opportunities which will permit the child individual activity, where he can gain a sense of privacy if he wants it.

The staff, in making a conscious use of leisure-time activities, must be sure that the activities are determined by the needs and desires of the youngsters. Within the activities programme selected, the youngster should receive sufficient satisfactions to develop self-esteem, a sense of belonging, and an understanding of acceptable limits of behavior.

For active teen-agers it is particularly suitable that ample opportunity should be given for participation in outdoor sports. The outside playing area should be large, so that a number of activities can be carried on at the same time. A large playing field will allow a youngster to expend his energy in a setting where he will not feel fenced in. On the other hand special consideration must be given the security features associated with the playing field. It should be planned so that all the youngsters are in view at all times. It should not be bordering a grove of trees or similar objects behind which a boy would be outside of supervisory range. Outside drinking fountains, toilet facilities and equipment closets should also be provided.

Indoors, a large gymnasium is also essential, for here the boy can release tension through aggressive activities. A swimming pool should also be provided. Of course these major facilities must be shared by both the general population and the new admissions. If segregation is required this can be arranged by the proper scheduling of group activities in each facility. If the number of boys in the reception unit is not sufficient for effective group activities, they should be allowed to participate in activities with the regular groups.

Within the reception unit provision should be made for a lounge where a boy can read, talk or play quiet games with others. Magazines, papers and other suitable reading material from the school library should be provided in sufficient numbers to give all boys some choice. All furnishings in this room should be designed to stand hard wear. Although limits must be placed upon the activities in this room, no attempt should be made to keep the room spotless and in perfect order.

The leisure time programme should be well planned and flexible, capable of meeting the needs of each individual child. With this programme there should be an adequate and well-trained staff so that each child receives the individual attention he needs. The programme should give the youngster experiences which can be used for life-participation outside the institution. The more the life of an institution conforms to an ordinary "outside" community, the greater the chance for rehabilitating the offender. Included in the recreation programme should be team sports, such as hockey, baseball, basketball, etc.; individual sports such as badminton, handball, ping-pong, etc.; and individual hobbies such as stamps, leather tooling, model building, etc.

A valuable activity which is rarely used but which should be much better developed is that of "group discussions", in which the youngsters are encouraged to discuss their mutual problems. These "group discussions" or "gripe sessions" have a distinct value if they can be given some guidance by a skilled and understanding leader. The discussions have value in that they help the youngsters recognize the fact that others have similar problems. This often leads to a more sensitive and tolerant attitude towards the problems and difficulties of those around them. The discussion also releases tensions which have built up within a boy, and often facilitates the boy's acceptance of the

individual interview for discussing his problems.

Diagnostic Services

Throughout the school and activities programme, the youngster should have had interviews with members of the diagnostic team. Included in the diagnostic team, in the majority of the progressive institutions, are one or more social workers, a psychologist, a physician and a psychiatrist. "A professionally skilled clinical staff is basic to the function of any institution whose primary concern is with helping children by dealing with the causes of their behavior."¹ If the training school is to understand and meet the needs of the delinquent boy, it is absolutely necessary that sufficient services be available in the school for the proper study and evaluation of the boy's whole personality.

The importance of an early diagnosis of the delinquent cannot be overemphasized. One must be able to identify organic illnesses or mental disorders quickly, not only to safe-guard the individual from himself; but to protect other inmates of the school from the disruptive effects his behavior might have upon them. The presence of one seriously disturbed youngster in a group of impressionable adolescents can have a devastating effect upon the group through the creation of tension, anxiety and aggression.

The delinquent entering the institution brings with him his own pattern of behavior, which has developed out of his past life experiences. Therefore any treatment plan must of necessity be individualized to meet the needs of the particular boys. However, a social, psychological and medical study of each boy is the only method by which a rational individualized plan for treatment can be formulated. A clinical study consists

1. Frank J. Cohen, op. cit. p. 93

of: the collection of pertinent biographical data about the boy; a direct examination of his physical, intellectual and personality assets and liabilities; and a close scrutiny of the cultural and socio-economic milieu in which his delinquency occurred.

The presence of a clinical staff in the institution insures the technical insight necessary to identify symptoms of physical and mental illnesses and to take such action as necessary to treat the child's condition. The individual members of the team have their own differing responsibilities, yet there is such interdependence that one complements the other in completing the total study of the offender. This integration should continue throughout the whole treatment process. The differences in their function can only be briefly described and it must be understood that there are many variations in their responsibilities.

The social worker plays the largest role of any of the clinical team in the treatment of the youngster. He is responsible for making a study of the environmental and social factors which have had an influence upon the development of the boy's personality and the delinquent behavior. The social worker's responsibility to the boy does not end there. The worker is directly responsible for assisting the offender make an adjustment to the new placement. This requires that the social worker play a multitude of roles in relation to the boy. By bringing him in contact with the social worker immediately upon his entry into the institution, the boy learns that this professional person is one to who he can turn to discuss his problems and needs. Thus from the moment of the delinquent's arrival into the institution until his departure his feelings, his anxieties, his former style of life and his adjustment to his present situation is the concern of the social worker.

The psychologist, by his objective testing methods, is able to get

an impression of the intellectual capacity of the offender and a fairly adequate picture of the deeper emotional problems involved in the boy's personality make-up. Personality testing is based upon the recognition that everything a person says or does is characteristic of him. The way a person does a thing is just as revealing of his personality as what he does. Therefore unfamiliar, unstructured situations or problems are set before the boy, for which he must take appropriate action. Through observation of his re-actions in this situation the psychologist is able to gain some understanding of the boy and his problem.

Standards have not been set as to what psychological tests should be given. It is however suggested that unless some of the test information is already available, a battery of tests be given each boy, because each test measures different aspects of the boy's mental and emotional make-up. Reliance upon a single test may lead to gross errors of interpretation and faulty diagnosis. Most of the authorities suggest that each boy be given a Wechsler-Bellevue test, for there seems to be general agreement that for the assessment of mental efficiency this test is the best one available. Intelligence is not a unitary factor but is a composition of partially independent abilities which can be measured individually by the various sub-tests of the Wechsler-Bellevue scale. Some mention is made of the use of the Stamford-Binet Scale if the boy is very retarded.

The more progressive institutions routinely use the Rorschach and the Thematic Apperception Test for the study of underlying personality structure. The Standard Educational Achievement Test and other diagnostic tests¹ are given to evaluate the boy's educational potential. Finally

1. Woody-McColl, Thorndyke Tests, and Stamford Achievement Tests

the delinquent is given vocational aptitude tests¹ to assist in planning his vocational training course.

With the aid of the psychologist's tests it is possible to develop an individualized treatment plan early in the care of the boy. Since most delinquents are "street wise" or emotionally upset, they are likely to give impressions confusing to the staff. The psychologist's tests can distinguish between real and apparent capabilities. The psychologist is able to appraise the disparity between the boy's present functioning level and his innate capacities. He is able to assess the boy's development of basic academic skills and potential abilities and aptitudes.

The contribution of the physician to the understanding of the youngster and his problem has already been discussed as relevant medical health and nutrition data is always important in developing rehabilitation plans for a youngster. In the larger correctional institutions full-time psychiatrists are frequently employed to direct the diagnostic clinic team, to give psychotherapy to those boys requiring such treatment and to give supervision and consultation to the social workers who are responsible for case work services. The psychiatrist must be able to adequately observe and interview the boy. He must take the major responsibility for evaluating the findings of the social worker, psychologist, physician. Every training school should have the services of a fully trained psychiatrist, for psychiatric services are as essential for good results in a correctional school as these services are in a hospital for the mentally ill.

It is recognized that it would be impractical to insist that there must be a resident psychiatrist in every training school. However it is imperative that each institution make some arrangement for regular

1. Pinter-Patterson Tests

consultative and diagnostic services. Some schools have made arrangements to use the services of private practitioners or the community psychiatric clinics. However, such arrangements often prove to be inadequate, for the time the psychiatrist has to give to the study of the boy is very much limited. Because of the many demands made upon him the psychiatrist is often only able to have a single brief interview with the boy; and many psychiatrists maintain, with good reason, that a single interview is not a valid instrument of diagnosis. However, psychiatrists experienced in this kind of work agree that even one interview with the boy may be sufficient to enable them to reach a valid preliminary diagnosis. If the study occurs at the end of the reception period and if the psychiatrist has the benefit of the findings of the clinical team, there is much more likelihood that one interview may be sufficient to make an initial evaluation of the boy.

Classification

At the end of the reception period it becomes the task of the Classification Committee to evaluate the problems and needs of the boy, in order to prescribe the appropriate rehabilitation programme. There appears to be no uniformity as to the composition of this committee, though ideally it should include the psychiatrist, psychologist, social worker, reception unit supervisor and school principal. The presence of the physician is only required if a special medical problem exists, which would influence the rehabilitation programme to a marked degree.

The Committee must consider as much information as possible in arriving at a decision about the boy's rehabilitation programme. What they must evaluate includes: (a) the social worker's report, including a description of the boy's behavior problem, developmental background, personality and adjustment to the institution, (b) the psychologist's

report, (c) the medical report, (d) the psychiatrist's report, (e) the reception supervisor's observations, and (f) the boy's expressed interests.

The Committee must then decide upon the major issues in each individual's rehabilitation programme. These include (a) education programme or work assignment, (b) therapeutic services required (case work or psychotherapy), (c) leisure time programme, (d) assignment to the appropriate living group. When the rehabilitation programme has been decided upon the boy is transferred to a regular living group to participate in the special programme which has been developed to meet his particular needs.

From an assessment of this literature, there appears to be no uniformity in the length of time required for a good reception programme. It is evident that it should be long enough to permit a thorough study of the boy and his problem. For it is only from such a study that an adequate individualized rehabilitation programme can be developed.

CHAPTER 111

RECEPTION PROCEDURES IN THE SASKATCHEWAN BOYS' SCHOOL

The Saskatchewan Boys' School was established in Regina in 1950. Its purpose was set forth as follows: "(1) The school shall continue to be for the confinement, study and treatment of such juvenile as may be lawfully committed thereto for guidance and retraining. (2) The school is declared to be a lawful place of confinement, a juvenile reformatory, refuge, industrial school, detention home and house of correction within the meaning of any Act of the Parliament of Canada or of the Legislature; and any juvenile boy who is under the authority of any such Act, sentenced to imprisonment may, subject to the provisions¹ of any Act of the Parliament of Canada, be committed thereto".

The Saskatchewan Boys' School is administered by the Corrections Branch of the Department of Social Welfare and Rehabilitation. It is an integral part of the overall Corrections programme designed for the Province of Saskatchewan, in which the Director of Corrections administers and controls: (a) all the jails of the province; (b) the Saskatchewan Boys' School; (c) probation services within the province; (d) the development of a programme for the prevention of crime and delinquency.

The School is a modern, one-story building of yellow brick construction. It has none of the repressive looking features usually associated with correctional institutions. It is situated in one of Regina's choicest areas and the surroundings are pleasant and spacious. The grounds are quite extensive and border a small park which is the beauty spot of the city. The School contains five large, cheery dormitories, two classrooms, two vocational training shops, administrative offices,

1. The Corrections Act, 1950 (As Amended 1951) S.S., C.89, S.30

kitchen, dining room, hospital room and a very large gymnasium.

Although the building is a large one, no provision has been made for a reception unit. When the Saskatchewan Boys' School was erected in 1949-50, the future average population of the school was estimated at approximately 120 boys. With a population of this size, the admissions rate would be sufficiently high to warrant the establishment of a specialized reception unit. However, the plans did not call for this. Now, with the expanded probation services, which have been developed by the Corrections Branch, there has been a steady decline in the population of the School over the past four years. During the fiscal year 1947-48 the daily average population was 46.04 boys while in 1950-51 the average population was 27.73 boys, and in 1952-53 it was 25.¹ Such a relatively small population mitigated against the establishment of a special reception unit as the number in this reception unit at any one time would be so few that no effective group reception programme could be developed. Specialized units, such as a reception wing, are only possible when the population and the size of the institution are sufficient to require them. The total population must be large enough to support an adequately diversified programme. If the population is small it cannot be divided into too many smaller groups, for, if the units become too small, effective group action is not possible to maintain. Furthermore, the expense of operating such a special unit for a very small number of boys would be prohibitive. As a result, a reception programme was developed which could be adapted to the facilities and staff available at the School. Although the present administration believes that a special reception unit is a necessary part of the treatment programme, such facilities are not available in the School

1. Annual Report of the Department of Social Welfare and Rehabilitation.

at present, and the programme is conducted as outlined below.

The boy is usually received by the superintendent upon his entry into the institution. He and his escort¹ are ushered into the privacy of the superintendent's office, where the committal papers are received and the boy is registered in the school. The intake interview is initiated when the escorting officer departs.

Initial Interview

The initial interview is individualized to meet the needs of the boy. The superintendent throughout the interview attempts to relieve the boy's anxiety about his present situation, and at the same time helps him to realize that there are certain rules and regulations to which he is expected to adhere. If the boy is not too disturbed, the purpose and programme of the school are discussed with him at this time. He is informed of all the procedures which he will experience during the next few days. He learns that he will be expected to do certain work assignments and to attend school in the near future. The structure of the living groups is explained to him together with the limits within which these groups are expected to function and any questions the boy might have are answered at this time. The superintendent is often able to verbalize certain fears and feelings that the boy is experiencing, but is unable to express, and thus helps relieve his anxiety about entering the institution.

The new boy, often greatly upset upon his entrance to the school, finds in the superintendent an interested adult who wishes to assist him gain his composure during this trying time. While the boy is

1. Most of the time the boy is escorted to the School by the district social worker. In emergencies police officers might take this responsibility. In any situation he cannot be escorted to the school and admitted without the authority of the Chief Probation Officer of the Department of Social Welfare.

emotionally upset he has little use for any detailed discussion of the School's programme. For this reason only as much information as the boy can accept is given to him at this time. However, all the youngsters are informed of the rules concerning the possession of money and cigarettes; these items must be turned in to the office for safe keeping. Money is easily stolen in the open dormitories, and for this reason the youngsters are requested to place their money in a school bank to be used as they require it. Cigarettes and matches are not allowed in the school, due to legislation prohibiting the use of tobacco by children under the age of sixteen.

An accounting is made of each boy's possessions and those articles which are taken by the superintendent are recorded in an office manual, then stored for safe keeping. A boy is allowed to keep personal possessions such as wrist watch, wallet, personal letters and pictures. Occasionally, when a lack of time does not permit a thorough investigation of his possessions, all of them are taken from him. However, at such times it is explained to the boy that all items, with the exception of contraband, will be returned to him as soon as they have been checked. The administration believes that there is no value in taking all of a boy's personal possessions, for depriving him of such items could realistically be interpreted by the boy as punishment. It is the function of the training school to segregate the delinquent from society: but it is not its purpose to make this segregation so complete that he has no contact with society.

Booking-in Procedures

At the completion of the intake interview the boy is "booked-in". That is, he is taken for a tour of the School; his personal identification

record is completed; he is given a shower if he requires it; he is issued clean clothing; and finally he is assigned to a detention room. Ordinarily the responsibility for "booking-in" a boy rests with the superintendent. However, if he is not able to do this, the responsibility is delegated to any available staff member.

The staff members have varying degrees of awareness of the emotional crisis which the boy is facing at this time. Consequently the manner in which each staff person handles the "booking-in" procedures, including the time and place of the steps involved in "booking-in" will differ.

The new admission is taken on a tour of the school. The school facilities are pointed out to him, and he is given an account of the various activities which are available to him in the school. The boy is free to ask any question he might have about the school and its programme. He is shown the gymnasium and possibly he will observe a group of youngsters busily involved in a rugged game of some kind. He is shown the living dormitories and is introduced to those boys and staff members present. His sleeping room (detention room) is shown to him, and he learns that each evening he will be required to sleep in this locked detention room until the staff get to know him better. During the day he will be able to participate in the regular institution programme, with some exceptions. He will have a work assignment; he will go to school; and he will participate in most of the school's recreational activities. The activities he cannot participate in are those which would necessitate his leaving the school area, such as hikes, movies and ball games.

The use of this tour as a method of orienting the lad to his new living situation has many values, and has been most effective in

relieving some of his apprehension and anxiety about the school. The boy's fear upon arrival is that of the unknown; and this fear can often be alleviated by means of a tour through the school, where he may witness other boys actively engaged in activities and become acquainted with some of the boys and staff members.

Following this tour the boy is taken to the medical room where his personal identification record is completed. His weight and height are recorded along with other visible identifying features, such as coloring, scars and birth marks. The boy is then taken to change his clothing in one of three rooms available for this purpose. He may be taken to the laundry room, his own detention room, or, if in the opinion of the staff person the boy requires a shower, he is taken to the shower room, where he can shower and change his clothing at the same time. Every effort is made to give the boy some privacy during this procedure. While he is changing his clothes a staff person stays with him to insure his custody and to collect any contraband which the boy might have hidden on his person.

It is explained to him that all of his clothing will be marked by the School's seamstress to avoid confusion of ownership. The clothes will be laundered and drycleaned at this time if necessary, and will then be returned to him. In addition to his own clothing he will have the use of School clothing as he requires it. The administration believes that in allowing a boy to keep his own clothing, he retains some sense of individuality.

The youngster is then assigned to a detention room for security. He is given paper and pencil to write letters and there is no limit placed upon the number of these he may write or receive. However, the boy is informed that all mail going out and coming in is censored.

There are two reasons for this censorship; to intercept money, and to correct statements about visiting regulations and parole plans. Beyond this a boy is free to say what he chooses about the School and its staff. The boy is also informed that the Superintendent will write his parents to let them know of his safe arrival at the School.¹

The youngster may request books to read, or, if he has a hobby he wishes to work on, this is permitted. It is interesting to note that boys have been allowed knives and razor blades if the hobby requires these tools. What the boy is allowed is determined by the superintendent's diagnosis of the boy's emotional stability.

The new inmate is sometimes allowed to join in group activities following the completion of the "booking-in" procedures. The boy's emotional state and the activity in progress at the time, will determine whether or not this privilege is granted to him. Activities involving a minimal amount of security would not be considered appropriate for a new arrival.

There are occasions when the superintendent is not available at the time of the boy's entry into the institution. There are no restricted hours of intake and too often the boy is escorted to the School at most unusual hours. Although the superintendent makes every effort to be available when a new boy arrives, this is not always possible. In such situations the reception procedures are modified according to the understanding of and time available to the staff person meeting the boy. The intake interview is confined to a discussion of

1. This letter also gives the parents a brief description of the School programme in store for their boy. The visiting and mail privileges are clearly explained for the parents convenience. (See Appendix A) Accompanying this letter is a social history questionnaire, which the parents are asked to complete and return. (See Appendix B) The information from this questionnaire often proves extremely valuable; it gives some understanding of how the parents see the boy in his family and social relationships.

the regulations concerning money and cigarettes and the collection and recording of personal possessions. This brief interview is followed by the "booking-in" procedures previously described. It is then the superintendent's responsibility to interview the boy at the earliest opportunity to alleviate his anxiety and give him an understanding of the School and its programme.

The shortage of professionally trained staff in the Boys' School has influenced the development and administration of the reception programme. At the present time the superintendent is the only trained social worker on the staff of the institution. There are two employment positions open for professionally trained social workers, but it has been difficult to fill them.¹ For this reason the superintendent has been responsible for many duties that are not rightfully his. If and when these positions are filled, the "booking-in" procedures would hopefully become more stabilized.

The new inmate would in all probability, be received by the Treatment Supervisor. At the time of his committal the delinquent is often greatly disturbed by his impending incarceration, and a professionally trained social worker is best equipped to understand his feelings and to help him through this critical period. The boy's introduction to the institution is often a very important one to the worker from the standpoint of his being able to observe the boy's reaction to an experience fraught with emotions. Furthermore, the worker's ability to recognize and help the boy with his anxiety at this time is often the basis for forming a positive relationship with him.

1. The position of Treatment Supervisor has been vacant from August 1952 until May 1954. The Group Work Supervisor position has never been filled.

Closer coordination must be developed between the district social workers and the school administration if good reception procedures are to be insured. As previously mentioned, juveniles are too often brought into the School without prior notice being given to the Superintendent of the exact date and time of arrival.¹ District social workers bring the boys to the school at all hours; consequently it is often quite impossible to prepare for the youngster and receive him in the best manner. It is recognized that many social workers have to escort juveniles long distances and are not able to plan their arrival to coincide with the regular working hours of the treatment staff. However, it is suggested that each worker escorting a boy to the School could give the administration prior notice of his arrival by telephone or wire.

Medical Examination

At the Saskatchewan Boys' School no arrangements have been made to give the boy an immediate medical examination upon his admission to the School. The person responsible for the "booking-in" procedures is actually responsible for giving the boy a rather cursory physical examination. During the "booking-in" procedures the staff person takes note of obvious signs of disease, or ailments requiring immediate attention. If medical treatment is indicated, the boy is isolated until he can be examined by a physician. In emergency situations such as this, the physician's examination is arranged for at the earliest opportunity.

If there are no visible indications of disease, the routine medical examination will take place when the doctor makes his weekly visit to the

1. The Chief Probation Officer informs the Superintendent that the detention of a juvenile has been authorized. However, the juvenile is brought to the School at the convenience of the district social worker. Similarly, a boy committed to the School by the juvenile court is often brought to the School without prior notification to the Superintendent.

School. This means that some boys are not examined for several days following their admission, because of the relationship between the time¹ of their arrival and the doctor's visit. This arrangement has obvious weaknesses; it would be difficult for staff members without medical training to recognize even the most obvious symptoms of an infectious disease, or a health problem. Thus there can be no assurance that a youngster carrying an infectious disease will be isolated at the proper time, and there is a great danger of the disease spreading rapidly throughout the entire School population prior to the doctor's examination. Physical health can play a very influential part in the development of delinquent behavior and in the rehabilitation of the boy. It would therefore be important to have an assessment made of the new boy's medical condition within twenty-four hours, to determine its influence upon his emotional adjustment. This data is of utmost importance for an adequate diagnosis in the development of an individualized treatment programme for the boy.

The population of the Saskatchewan Boys' School is such that the services of a full-time physician or full-time nurse are not required. The School receives part-time services from a local general practitioner. It is his responsibility to make emergency visits when necessary, in addition to his weekly visits. There is an employment opening for a full time nurse if the need should arise. At the present time, however, the population of the School is not large enough to warrant this service.

Procedures have recently been implemented whereby the newly committed youngster receives a dental examination within two weeks following his admission. The School does not have a contract for services with any

1. During the first week arrangements are made by the Superintendent for the boy to have an urinalysis and blood test at the provincial Public Health laboratory, and a Tuberculin test at the local Tuberculosis clinic. Information about these tests is incorporated in the boy's school medical record.

particular dentist; the boy may visit the dentist of his choice. This arrangement is a vast improvement over the earlier arrangement where, except in emergencies, the dentist made visits to the School semi-annually.

Accommodations

Every training school must make some provisions for a reception unit. Elaborate facilities for the reception programme, such as self-contained reception cottage or reception wing, are only possible when the size of the institution is sufficiently large to warrant the extra cost. The small population of the Saskatchewan Boys' School makes it impossible to establish and operate elaborate reception quarters. The number of boys in the reception unit at one time is so small that it would be difficult to maintain an effective group programme. Furthermore, a special unit would be extremely costly; it would require the employment of at least two additional staff members to give the proper supervision to a very small group of boys. The existing School facilities were therefore adjusted to meet the needs of the new inmates during the reception period. It is necessary to evaluate the effectiveness of the existing accommodations by considering their influence upon the reception programme.

The school detention rooms, which are the maximum security facilities in the school must serve two purposes: the detention of boys who are considered security risks; and the segregation of boys who are considered disciplinary problems. As newly admitted boys are usually emotionally upset, they are considered to be security risks and are assigned to a detention room upon committal.

The existing detention rooms, of which there are six, are not suitable for the purposes they are serving at present. Runaways, behavior problems, and new admissions are all housed in the same area. This

means that the new youngster has close contact with the most disturbed boys during his first few days.

He will hear stories about breaking rules and running away; and he may gain the impression that such behavior is a good way of gaining prestige. This kind of orientation is apt to give the boy the wrong idea about the standard of behavior expected of him in the school.

To make the boy's orientation a more positive one, arrangements must be made to safeguard against such unfavorable influences. The new boy must be segregated from the boys who are disciplinary problems, by means of special reception quarters.

Following his assignment to the detention room, the boy is gradually prepared for his move to the open dormitory. In the beginning, the boy spends a considerable amount of time in his locked room. When there is sufficient staff on hand to offer close supervision of the boy, he may be released from the detention room to participate in some group activity or to perform some work assignment. As the boy settles into the school routine, the degree of supervision is lessened accordingly. Each evening, following the activities programme, the boy is again locked in his room. However, as he shows more adjustment to his new living arrangements, the security precautions are gradually removed: first his door is left unlocked; then his door is left open; finally he moves into the open dormitory.

The detention rooms are large and bright. Each room contains a bed, a modern toilet and washing facilities. However, the security provisions such as bars on the window and a sealed transom, are very obvious and no doubt are quite frightening to a new inmate. At the same time the security and safety features of these rooms are questionable. Very often the initial shock of incarceration upon the youngster precipitates

unusual behavior, ranging from overt destruction to deep depression. It is therefore necessary that the room provide adequate provision for the boy's safety. Recommended safety features for detention rooms such as concealed plumbing, pipes and radiators, safety electric light fixtures; and safety glass, have all been neglected in the construction of these rooms.

The rest of the school building in contrast to the detention rooms, lacks any repressive-looking features and incorporates in its design many of the recommended safety measures. The general design of the school is quite well suited for encouraging the boys to engage in a wide variety of activities. Within the school, quiet activities such as hobbies, reading, and games are possible in the library or dormitories. The more aggressive activities are permissible in the spacious gymnasium or on the playing field.

However the construction of the Saskatchewan Boys' School does restrict participation of the newly admitted boy in the activities programme, for he can only take part in a limited number of activities. The Saskatchewan Boys' School is an open institution of minimum security and this is as it should be, for the proper rehabilitation of juveniles. The security of the institution depends then upon the kind and degree of supervision the group leader can give the youngster in his care. Unfortunately, the construction of the building does not permit the supervisor maximum visibility and control of the group at all times. Toilet facilities and drinking fountains are not visible to the supervisor when he is engaged in some activity in the dormitory, gymnasium or playing field. The extent to which the new boy is able to participate in the school activities will depend, therefore, upon the group leader's willingness to accept the responsibility of supervising him in this relatively free setting.

School Programme

Immediately following the completion of the "booking-in" procedures the boy enters a programme of work assignments and leisure-time activities. A special activities programme for the reception period is not possible, due to a lack of staff and facilities, and the new youngster is therefore admitted to the regular institution programme with the general population of the school. Under ordinary circumstances the boy is enrolled in the school classes within three days of his entry into the institution. He is given an American School Achievement Test to determine his level of school progress. This data, in conjunction with information gleaned from the social history and from the boy himself, is used to determine which class he should be assigned to.

The administration has found that information regarding the boy's scholastic progress is lacking in most of the court records and social histories. To get this desired information, a special questionnaire¹ is forwarded to the boy's former school, requesting general information about his school adjustment. The questionnaire is usually sent out within the first few days of the boy's admittance.

The school programme offers academic, pre-vocational and creative activities for each pupil. The academic curriculum is the standard public school curriculum set forth by the Department of Education. It offers formal education to all of the boys in the school but it is not adaptable to the particular needs of each youngster. The inability of many of the boys to cope with formal academic education increases their feelings of inadequacy and this in turn has a detrimental effect upon the rehabilitation of some youngster.

1. See Appendix C.

Two full time teachers with lengthy experience are employed by the school. The classes are very small and it is possible for the teachers to give each youngster much individual help with subject matter.

The majority of the boys admitted to the School are retarded in their progress. This retardation cannot be explained by low intellect alone.¹ Rather it appears to be due to a poor grounding in the basic subjects of reading, writing and arithmetic. A real need for remedial education within the school programme is evident. Although the teachers are willing to give some extra-curricular help if the boy desires it, no remedial classes are offered at the present time. This does seem to be somewhat of an inadequate arrangement as there is a real need for a definite planned remedial education programme.

The vocational training programme is not designed to give detailed trade training. Rather it is pre-vocational training designed to give each youngster some interest and ability in handling trade tools. The training explores the interests and aptitudes of the boy, and gives him some understanding of the work requirements in various trades. An effort has been made to relate the vocational training to practical problems which occur about the school. For example: the electricity class was responsible for stringing the lighting fixtures over the School's outdoor skating rink.

Two well equipped work shops are available for the pre-vocational training programme. One full time instructor gives instruction in woodworking; a second instructor teaches elementary automotive mechanics, welding, electricity and radio.

1. "Prior to committal to the School, most boys have experienced failure and expulsion from school. The average grade retardation of the boys admitted to the School is 1.57 years. In 85 per cent of cases during the past year retardation was not due to an unusually low intellect" -- quoted from the Director of Corrections Report, Annual Report of the Department of Social Welfare and Rehabilitation, 1951-52, p. 52

Work Assignments

Each boy is responsible for making his own bed and cleaning his room. In addition, he may be assigned to do some work under the supervision of a staff member. These assignments have a value for the boy, in that they relieve the monotony of remaining idle in the detention room. This also provides staff members with an excellent opportunity to observe the boy more closely, to get some understanding of his interests and aptitudes.

At the present time inmate labour is required for the maintenance of the school. However the administration is questioning the value of this labour. Too often the youngster considers work assignments as a punishment, which would certainly impede his acceptance of good work habits. Furthermore, by making the administration of the School dependent upon inmate labour, it naturally follows that the staff person supervising the boy at work must put pressure upon him to get the job done adequately within a reasonable length of time. The responsibility thus placed upon the boy, is often more than he can accept, and discontent and discipline problems are frequently the end result of such a policy.

Leisure-Time Activities

A special leisure-time activity programme has not been evolved for new admissions and the new boys participate in the School's regular leisure-time programme. Of course, in the interest of the security of the School there are limits to the amount and kinds of recreational activities available to them.

The activities programme is quite varied and flexible, and is capable of satisfying the activity needs of most of the youngsters in the School. Provision is made for team sports, individual sports and

individual hobbies. The programme also considers the youngster's need for free time in which to choose his own activities.

How and when the newly admitted youngster is allowed to participate in leisure-time activities depends upon the number of boys in the detention facilities at the time, the boy's own adjustment, and the availability of staff. If there are only a few boys in the detention rooms, they are assigned¹ to one of the regular groups and will participate in the group activities arranged for that period. However, a boy, if considered to be a security risk, and the group activities planned are such that it would be difficult for the leader to give close supervision, that boy is not given the privilege of entering the group. He remains confined to his detention room to busy himself as best he can.

If there are enough youngsters housed in the detention rooms to comprise a separate group, recreational activities are arranged for them as a group. There are very definite limitations as to the type of activities this group can engage in, for the boys are all considered to be security risks. They are only allowed to take part in the recreation programme when there is sufficient staff to insure the closest of supervision.

It is evident that the recreation programme of the Saskatchewan Boys' School though flexible and varied, does not meet the needs of the new inmate. The present security features of the School, are of a minimal nature and are certainly not adequate to handle the recreation needs of the new inmates. Too often, in the interests of security, the boy is forced to forego the pleasure of recreational activities.

1. When possible the boy is given some choice as to the group he will be assigned to for the recreation period. This is usually the exception rather than the rule.

Diagnostic Services

The size of the Saskatchewan Boys' School does not warrant the employment of a full time psychiatrist and psychologist. Instead the School makes use of available community resources; psychiatric and psychological services are available at the Mental Health Clinic of the Department of Public Health, situated in Regina. A psychologist is asked to administer the necessary psychometric tests. However, no definite procedures have been developed for the routine use of either psychiatric or psychological services. Administratively, the Treatment Supervisor is responsible for deciding which boys require these services. At the present time, because of the absence of a Treatment Supervisor,¹ these decisions are made by the Superintendent. If, in the opinion of the Superintendent, the boy's behavior is sufficiently aberrant, arrangements are made for a psychiatric evaluation. In these instances, a social history and description of the behavior problem are forwarded to the clinic prior to the boy's referral to aid them in their diagnosis of the boy.

At the Mental Health Clinic psychologists and psychiatrists are available to administer the Wechsler-Bellevue, Thematic Apperception Test and to conduct psychiatric interviews. If the psychologist believes there is a need for a more detailed study of the boy's personality, other tests can be administered by him.

The findings of the clinic are relayed to the Superintendent of the School, by means of a conference which is comprised of the Superintendent, the psychiatrist, the psychologist, the clinic social worker and any other psychiatrist who might be interested in the case. The findings of the

1. Fortunately many of the boys who are committed to the School have been referred to mental health clinics prior to their committal. A small percentage of the boys have even undergone psychotherapy treatment.

clinic are discussed in an attempt to arrive at a valid treatment for the boy under study. A full record of the diagnostic findings and conference suggestions is placed on the school files.

Classification

A merit system for grading the progress of boys is presently in use at the school. Two living groups have been formed, and it has been arranged that one group will have more privileges than the other. Each group is further sub-divided into three grades, but there are no specific privileges associated with each grade. Each new boy, upon entrance to the school, is rated at the bottom grade of the first group. As he shows ability to adjust to the standards of the School, he moves up the scale until he reaches the third grade. His next move is to the bottom grade of the second group. With continued adjustment the boy works his way up through the three grades and then is considered ready for parole.

In practice this system of classification has not proved satisfactory. Such a system makes little use of diagnostic information for the proper planning of a rehabilitation programme. It seems to take little account of the youngster's needs and interests in planning his living arrangements or activities programme as each new boy is automatically placed in the lowest privilege group.

The Saskatchewan Boys' School has developed special reception procedures, which allow great flexibility in the manner in which new boys are oriented to the School. There is a need for flexibility in any programme; but too much flexibility can result in too great emphasis being placed upon certain aspects of the reception programme, while other aspects are completely neglected. This appears to be the greatest objection to the programme of the Saskatchewan Boys' School. There is a need for a programme with more definite structure; even though it must permit the necessary flexibility in administration.

CHAPTER 1V

WHERE DOES INTAKE BEGIN?

The experiences the delinquent has in his association with the police, social workers and judges before his committal to the training school, will have a marked influence upon the boy's attitude toward the school and the rehabilitation programme it offers. Intake begins with the boy's apprehension and continues throughout the pre-sentence investigation, the juvenile court hearing and the institutional reception programme. To complete the perspective of the present study it is necessary to examine the responsibilities of the police officer, the probation officer and the judge in the overall intake process¹ before analyzing the reception programme in the institution itself. They will be considered in this order: police, probation officer, juvenile court judge.

(A) The Police

At no time is the child in need of more careful handling than when, as an offender, he makes his first contact with the law enforcement officer. The child who comes face to face with this authority sees in it the culmination of months, possibly years of threats made by his family and his neighbors. This immediately brings forth feelings of fear, hostility and distrust, which are expressed by impertinent, sullen or violent behavior. The way in which the police officer exercises his authority will influence, to a marked degree, the boy's future attitude toward society. It is important for the police officer to handle this situation so that it has a constructive, not a destructive,

1. As this thesis is primarily concerned with the intake process in the training school itself, the roles, which the police officer, probation officer and juvenile court judge play in the intake process are not discussed in detail. A lengthy bibliography pertaining to the roles these officials play will be appended.

influence upon the child's life. "In dealing with the youth, police departments must cast aside their outmoded ideas of repression and retribution and in their place adopt attitudes and concepts based on the fundamental principle of protection and guidance. It is our duty to extend a helping hand to growing youth and through our work and relationships to help create in them a sense of responsibility and citizenship which will not only encourage respect for those who enforce the law, but for the law itself".¹

The police methods for dealing with juvenile delinquents in Saskatchewan vary greatly throughout the province. The manner in which a boy is handled is determined by the individual police officer's own personality and by the boy's reputation with the police. If he is a first offender, or has only committed a minor offence, his contact with the police usually consists of a lecture and then his release. Police officers generally appear to be quite patient with such a boy. However, if the boy has a reputation with the police for being a "problem" or a "tough guy", the police attitude toward him often changes markedly.

The majority of the police officers have an intellectual understanding and acceptance of the influence that social environment has in motivating delinquency; however, when faced with the responsibility of dealing with an impertinent or sullen juvenile, they are frequently unable to apply this understanding to their handling of the boy, and so they resort to the usual police "grilling" methods. This seems to be the result of the police officer's dilemma about his purpose: he must be interested not only in the apprehension of wrong doers; the

1. Deputy Police Commissioner James B. Nolan, Commanding Officer, Juvenile Aid Bureau, Police Department, New York City, "The Crime Prevention Work of New York City's Police", Federal Probation, Vol. XI, July 1947, No. 2, p.

return of property; and the punishment of the offender; but as well he must be concerned with the mental, physical and social health of the youngster involved in the crime. These seemingly opposing views must be reconciled by the police officer if more effective work is to be done with juvenile offenders.

At the same time, it is important to look at the juvenile offender from the police officer's point of view. He is engaged in dangerous work in which he sees human lawlessness and depravity at its greatest. The adolescent, in his panic over his arrest, becomes insolent, obstinate and violent; often he is more irresponsible and dangerous than the older offenders. The police officer must be careful in handling the boy because of his erratic impulses. In exasperation or retribution the police methods are often not too judiciously applied; and yet it should be realized by the police officers that the majority of the boys are going to be released sooner or later; so little is gained if the boy is released bearing a grudge because of the treatment he received in the hands of the police. There is no need to scare or bully children and there is no value in destroying a child's self-respect by name calling and other such embarrassing methods. Rather, the emphasis should be placed on gaining and holding the youth's confidence.

"Police officers must always be aware of the fact that a young person's entire future may depend upon his first contact with law-enforcing officers. If a child is treated firmly, but with kindness and understanding, much can be accomplished toward making a good future citizen out of a potential threat to society".¹

1. L. D. Morrison, "Eye Witnesses to the Toll of Delinquency", The Child, December 1952, p. 56

In 1944, a group of nationally known police chiefs and sheriffs met in the United States to discuss police work with juveniles. A paper entitled "Techniques of Law Enforcement in the Treatment of Juveniles",¹ was drafted outlining their views. This paper's basic recommendations were: (a) It was imperative that every police officer be trained to handle and interview children or youths,² (b) It was strongly recommended that a specially trained personnel unit be set up to work with juvenile offenders.³

These recommendations could well be applied to the law-enforcement agencies in Saskatchewan. It would seem necessary that every municipal (city) police officer and Royal Canadian Mounted Police Officer be given training in the techniques of handling and interviewing youngsters.

It is further recommended that each city employing its own police force, set up a specially trained personnel unit to work with juveniles. Lawrence D. Morrison, Chief of Police in Houston, Texas, suggests: "If we (Police) are to remove the cause of criminal behavior and remold character, if treatment and not punishment is to be stressed, and if this job is to be accomplished hand in hand with appropriate community agencies, it is clear that a separate

1. Published by Federal Security Agency, U. S. Government Printing Office, 1944.

2. *ibid.* p. 7

3. *ibid.*, p. 39

division of the police department must be set up".¹

The function of this division would be three-fold:

- (1) to investigate a delinquency, apprehend and handle the young offender taken into custody.
- (2) To find and attempt to remove a community social conditions contributing to delinquency.
- (3) To serve as a liaison between the police department and other social agencies.

An understanding and wise police officer is in the unique position of initiating the rehabilitation programme for juvenile delinquents. It is his responsibility to introduce the delinquent to friendly, just authority. With firmness, kindness and understanding, the police officer can help prepare the boy for the authoritative procedures that are yet to come.

1. Lawrence D. Morrison, "The Police and the Delinquent Child", Redirecting the Delinquent, N. P. P. A. Yearbook, 1947, p. 124

Mr. Morrison goes on to suggest on page 125, that a city of 50,000 or over has a juvenile problem of sufficient size to warrant a special juvenile division.

Martha M. Elliot states "In a city of 25,000 or more there should be a special unit or bureau to handle juvenile problems. In a city of less than 25,000 there should be at least one policeman with special training" -- "A New Start on an Old Problem", Federal Probation, Vol. 17, No. 1, March 1953, p. 21

The Vancouver News-Herald of February 26, 1954, quotes Van R. Hinkle, Director of the Division of Children and Youth Services in the State of Washington as stating that the State of Washington would implement a plan, "one of the most comprehensive plans in the country", for the fight against juvenile delinquency. Efforts are to be made to establish a juvenile police bureau or office in each city of more than 10,000 population.

The Probation Officer and Pre-Court Investigation

The Corrections Act of 1950¹ reads as follows:

- (1) Every peace officer shall give notice in writing to the Chief Probation Officer or his designated representative of every alleged juvenile delinquency reported to him.
- (2) Upon receiving such notice the Chief Probation Officer shall have an examination made into the family and personal history of the child and the circumstances of the case and shall have a social history prepared for the use of the court in which he shall record his opinion as to whether it is in the best interests of the child that he should appear before the court.
- (3) No prosecution or other proceeding shall be commenced against an alleged juvenile delinquent by any person until subsections (1) and (2) of this section have been complied with.

In the pre-court investigation, the probation officer has three duties: to study the family and personal history and the circumstances surrounding the alleged delinquency; to plan a treatment programme which will have the greatest chance for success; and to initiate the treatment plan. The social worker's recommendations determine whether a boy will be brought before the juvenile court. Furthermore, his recommendation for a treatment plan greatly influences the judge's

1. The Corrections Act, 1950, (As Amended 1951) S.S., C. 89, S.17. Under this act a social worker in the district service of the Department of Social Welfare and Rehabilitation is one of the most important people involved in the intake process of the correctional programme. His importance is due to the responsibility he has for making an examination into the family and personal history of any youngster responsible for a delinquency.

disposition of the delinquent's case. In this way, the field social worker is indirectly responsible for regulating the Saskatchewan Boys' School intake.

Unfortunately, this three-fold responsibility does not always receive the social worker's fullest consideration. It is recognized that caseloads are large and the pressures of work are such that they interfere with the proper study of, and planning for the boy. However, the seriousness of this task warrants its receiving extra attention from the officer; for the youngster is now at the crossroads of his life; where one road leads to good citizenship and the other leads to further delinquency.

The pre-court study requires three types of information:

- (1) Personal history: which includes the offender's own story; his personal attitudes, feelings and interests; and his role in his peer group.
- (2) The social and cultural world of the boy: which includes his physical and economic environment.
- (3) The sequence of events that had a bearing upon the act, or the behavior problem under consideration.

If a more detailed study of the delinquent is required for a valid diagnosis and plan for treatment, a referral should be made to a psychiatric clinic for psychiatric evaluation. It is not suggested that all offenders be seen by a psychiatrist, but those boys who exhibit sustained, repetitive, patternized, anti-social tendencies, or neurotic traits, should certainly be examined.

Mental Health Clinics and private psychiatric services are available in the major urban centers of Saskatchewan. Therefore, with the exception of the northern part of Saskatchewan, psychiatric

services are readily available for consultation purposes. Arrangements should be made with the clinics to have them take cases referred for pre-court evaluation on an emergency basis and, furthermore, to give such referrals a priority rating. However, the social worker must use good judgement in using the clinical facilities; referring only those cases requiring additional study.¹

On the basis of this pre-court study the probation officer is able to make his diagnosis and recommend a treatment plan, taking into consideration the community treatment resources available.

The probation officer should not consider the study and diagnosis of the boy his only responsibility. It is just as important that he should begin to build a positive relationship with the delinquent during the pre-court investigation. With the knowledge that the probation officer is willing and able to help him at this time, the youngster is better able to face his problems and responsibilities, and the experience in juvenile court is less threatening for him.

(C) The Juvenile Court

Modern juvenile court procedures are grounded in an understanding and intelligent approach to the problem of delinquent behavior. This approach should mean that each delinquent receives the benefit of scientific study and treatment. Unless juvenile court decisions are based upon an accurate diagnosis of the behavior problem and a logical constructive plan of treatment, the juvenile court is a key agency in the juvenile corrections programme: In planning for a delinquent child, the court decides to a great degree the course his future life

1. George E. Gardner gives a concise description of the delinquents that should be seen by the psychiatrist during the pre-court study. "The Psychiatrist's Role in the Treatment of Delinquency", Dealing with Delinquency, National Probation Association, 1940, p. 226-229.

will take.

The effectiveness of any training school programme will depend upon the efficiency of its intake policy. The intake for the Saskatchewan Boys' School is controlled by the juvenile court. It is therefore imperative that the juvenile court judge make a judicious disposition of each boy adjudged delinquent. This disposition should be based strictly upon the court's knowledge of the youth's need for treatment and of the school's ability to give the required treatment.

Fortunately, in the province of Saskatchewan, one Juvenile Court judge has been appointed to hear all juvenile delinquency cases in the province. Such an arrangement has many advantages: It allows consistency in Juvenile Court procedure; it allows the judge to gain a greater awareness of the youngsters and their problems; and it allows the judge to become acquainted with the resources available for treating the delinquent.

Juvenile court procedures can have a very constructive influence upon a juvenile if they are properly conducted. In addition to the police and the probation officer, the judge is one more authoritative figure the offender must face. The judge symbolizes society and the behavior standards which society demands. These standards are a reality the delinquent must face. It is, therefore, necessary that the authority of the judge be used wisely and justly, so that to the delinquent, society and authority are represented as fair and friendly.

Prior to the hearing, the judge should have a knowledge of the boy's social history which has been prepared by the social worker. He should also take time to discuss the social history in greater detail with the social worker.

Juvenile Courts are not bound by technical rules of procedure;

therefore, the hearings should be held in an informal manner to suggest friendliness and put the youth at ease. If the boy is adjudged delinquent, the judge should make the disposition in a straight-forward manner, for there is no need to "preach" or "moralize". Before giving his decision, it is often wise for the judge to have a private talk with the boy. He should explain to the youth what he proposes to do, and why he proposes to do it. If it is necessary to commit the boy to the School this plan should be discussed with him openly and frankly. Although this kind of truth is painful, such frankness can often win respect from the boy.

The pre-institution intake process takes place during the boy's association with the police, the probation officer and the juvenile court judge. This portion of the intake programme has a three-fold function: study, diagnosis and treatment. The probation officer is primarily responsible for the study of the boy and his problem. The diagnosis of the boy's problem and the development of a logical treatment plan is the shared responsibility of the probation officer and judge. However, all three of the authoritative figures, police officers, probation worker and judge are responsible for treatment of the delinquent.

Treatment begins when the youngster first considers the problem which has initiated his contact with these people in authority. Treatment is also involved when the youngster, through his experiences with these officials, realizes that society and its authority over him can be friendly, consistent and just.

Reception Programme

There are times when the well-planned environment of an

institution is better equipped to rehabilitate youngsters with emotional illnesses and personality disturbances than other community resources. Sometimes an adolescent's aggressive destructive behavior so threatens the community about him that it can only respond with such severity that he is not able to understand and solve his behavior problem while he is in the community. When the boy's relationship with the community becomes thus distorted, he must be placed in a controlled environment for his own and the community's protection. Here, in the relatively objective environment of a group situation, he is better able to work out his problems. There are times when an institution which has a programme designed for the children, and a staff which is oriented to the children's needs, can provide a kind of environment and guidance found nowhere else. This institution's programme can help them to a happier fuller life.

However, institutional life is not a normal life for a youngster, for it is filled with tension and anxiety. Therefore, it is the staff's responsibility to build toward the future by helping the child make use of the institution programme. This is not an easy assignment, because many of the children are so disorganized in their personality that they are unable to adapt themselves to any organized programme. Therefore, they have to learn, step by step, to participate in planned activity. However, no institution can accomplish all this by merely talking; a "means" must be devised to help the child feel free to participate fully and freely in the institution programme. This "means" is the reception programme.

The reception programme is that portion of the intake process which occurs within the training school. It provides a planned programme to receive and orient new youngsters to the school and to

help them make the necessary transition to institutional living. Study, diagnosis and treatment continue to be the major functions of this portion of the intake process.

The Reception Programme: Studying the Offender

The major areas of the boy's personality, family and social problems have been studied by the probation officer or social worker before the juvenile court appearance. This information has been passed on to the institution staff through the social history and staff records. However, during the reception period it will be necessary to study the offender again to supplement what is already known. It is important to understand how the boy feels about the delinquency he has committed, and the treatment he has received because of it. What does the impending incarceration mean to him and how does he relate it to his delinquent activities? These are questions that must be answered. It is important to discover what he thinks, for then one can discover why he thinks this way. This would be an important clue to a method for correcting his thinking and changing his attitudes. Through interviews, tests and observation the staff must help the offender sort out for himself the internal and external elements of his problem, taking into account past and present environmental, social, economic and cultural factors, as well as family and inter-personal relationships. Of equal importance is an understanding of the boy's responses to all these factors. Are they appropriate to the situation? Are they distorted by inner difficulties?

This study should not be an indiscriminate gathering of information about the boy; rather it should be an uncovering of only those areas of the life history which have a direct bearing upon his present

reality or psychological functioning. In addition, some knowledge of his personality strengths, interests and aptitudes is necessary; these are the foundation upon which treatment or rehabilitation must begin.

The reception study must also be concerned with the physical health of the offender for it is a very important factor in the motivation of behavior. However, institution administrators are concerned with health for another reason; the protection of the institution population from contagious diseases, which could be brought in by new inmates. Despite the many sanitary precautions taken by the modern correctional institution, the population is still very susceptible to contagious diseases. The crowded conditions within the institution and the close personal contact between inmates will allow any new disease to spread swiftly throughout the population. Nor can it be denied that the psychological health of the inmates will often be poor. They have been placed in an unnatural environment, away from family and friends. It is, therefore, reasonable to suppose that the possibility of the spread of a contagious disease will be "boosted" by the mental attitude of the inmates. Because of these "epidemic influencing" factors, each new inmate must be segregated until such time as the medical health officer can give him a thorough examination to determine whether he is suffering from, or carrying, some contagious disease. In those cases where the inmate is found to be carrying such a disease, he must be segregated until he has recovered and is considered safe to be placed with the general population.

The Reception Programme: Establishing an Initial Diagnosis

Let us assume that the probation officer and the judge have made

a diagnosis of the boy and his problem before his committal to the institution, and furthermore that his committal is part of a carefully conceived treatment plan, based upon this diagnosis. In the institution it will then be necessary to refine the diagnosis in order to determine what portions of the programme the boy can use and under what conditions he can use it.

The evaluation of the boy's responses to the reception programme, of the relationships between external and internal factors motivating his behavior, constitute the first step in arriving at a tentative diagnosis. This diagnosis is a consideration of the nature and seriousness of any problem within the boy, which is in some way related to his current adjustment or maladjustment, either in inter-personal relationships or in social circumstances.

The degree of participation that the offender can assume in revealing his problem, and working toward a solution of it, is an important factor in arriving at a diagnosis. It is necessary to know how clearly and relevantly the person can see and understand the reality of his situation. How well is he able to control, postpone or modify inappropriate or unacceptable impulses? How capable is he of retaining his powers of effective action in the presence of frustration, deprivation or even success? These are questions that must be considered in any effective diagnosis.

The Reception Programme: Initiating Treatment

Treatment in the reception programme occurs when the boy is helped to control, postpone or modify his unacceptable impulses. The staff is often able to initiate the rebuilding of this self-control, by helping him see more clearly the reality situation, by relieving his

anxiety and by accepting him as he is. The staff treat the boy, when they assign him to certain tasks, which are within his capabilities, or when they allow him to participate in a satisfying education and recreation programme. Through this medium they are helping the boy retain his powers of effective action in the face of anxiety and frustration.

The major aspect of treatment at this time is the mobilization of the offender toward active participation in the clarification and resolution of his problem. With some clarification of the problem that brought him to the institution, with some understanding of the services offered by the institution and with a knowledge of the roles played by the institution and staff, the boy's ability to move into a treatment relationship is greatly facilitated. However, of primary importance in stimulating the boy to accept treatment, is the development of his confidence in the institution staff.

The delinquent comes to the institution after the emotionally traumatic period of the trial. He probably is aware of acute feelings of guilt, fear, resentment, self-pity, helplessness or depression. Some boys will conceal these feelings behind a mask of sullen submission. Other boys will hide their true feelings behind a "chip on the shoulder" attitude. In addition to these attitudes, the delinquent will bring with him preconceived ideas regarding the institution, the people who run it and the kind of life led by the inmates. None of these attitudes and ideas will be securely fixed in the offender's mode of behavior, because he has yet to experience imprisonment for himself. Whether the new inmate will attempt to use the following months in the institution for his own benefit or simply to "do time", will depend upon his first impressions of the institution.

It is important that the institution staff treat each boy with respect. The boy's self-respect and personal sense of worth will grow through his knowledge of how others see and treat him. His self-respect will help control anti-social desires and impulses.¹ It will also facilitate a positive relationship between the boy and staff members. The delinquent will then have less difficulty accepting the help the staff and institution can give through the rehabilitation programme.

If the personnel of the institution are not interested in him as an individual, if he is only another inmate to be gruffly ordered about, a servant to the whims of any and every member of the staff, then his attitude toward the institution, the personnel and the programme will be one of forced acceptance only. A "low estimation" of the delinquent may actually cause him to become more skilful and cunning, in an effort to demonstrate his superiority. There is little chance that he will feel his sentence in the institution could be used constructively. It is doubtful that he will even feel free to co-operate in any treatment plan. He will enter the rehabilitation programme, but his interest will be lax, he will carry out the activities in a mechanical disinterested manner. The boy must take an active part in his programme if his rehabilitation is to be effective.

In addition to friendly initial contacts, which are necessary to overcome the new delinquent's attitudes regarding the institution, a good orientation programme should be experienced to aid in dispelling false ideas and conceptions about the institution. The offender will probably enter the institution with the idea that the main purpose of

1. See: Bruno Bettelheim, op cit, p. 9.

his incarceration is punishment. He must "pay his debt to society". He will not know, that in the modern institution, he can do more than just "time". He will not know that there is a treatment programme which could, with help from himself, do such a job of rehabilitation that he could conceivably leave this institution a better individual. During the early days of his incarceration, the delinquent will be suffering from feelings of remorse and guilt. It is a critical time for the boy, when he comes to realize that society will not accept him as he is. These feelings can be used constructively by the staff, if they are able to convince the boy that through participation in, and acceptance of the treatment programme, he will be released a better member of society. Participation in the programme will be required due to the authoritative nature of the institution. However, the effectiveness of the treatment programme will be determined by the extent to which the boy can accept it.

Careful analysis of the literature on intake process for a juvenile shows:

- (1) That intake is based upon a philosophy which sees the improvement of human welfare as its purpose and test.
- (2) Its purpose is to bring together into a working relationship a youngster and his problem and a body of professional knowledge and skills within a special environment.
- (3) Intake must begin where the youngster is in the understanding of his difficulty, and in his ability to handle his problem.
- (4) Intake determines who shall receive the rehabilitation programme of the institution.

- (5) It gives the youngster an orientation and understanding of the training school's purpose and policy.

Intake develops some rapport between the youngster and the staff of the training school as it gives the boy a more positive understanding of authority.

General Summary

In the history of Corrections, training schools were merely juvenile reformatories, where boys were incarcerated for the protection of society; little attention was paid to their rehabilitation. In recent years there has been a trend towards reorganizing training schools into "treatment centres". This means they are being used for the treatment of emotionally disturbed children; and this treatment is carried out according to recommendations, which arise from a prior clinical study of the child. The training school has become an institution for the care of delinquent children, who need group life, close supervision and individualized attention for their particular problems, which they would not get in their own homes. The aim of the training school is to help a socially maladjusted youth become a more secure person and a better citizen.

This reorganization brings to light certain obvious implications which the staff, the administrators, and the general public must consider before the institution can develop an adequate service:

- (1) Adequate diagnostic services must be available for the proper study of the delinquent upon his entrance into the institution. The offender should receive a complete psychiatric, physical and social evaluation from which an individualized treatment plan is developed.

- (2) More emphasis must be placed on the quality of the relationship between the adults and children. The staff members, who are directly responsible for caring for the children, should be aware of the many psychological elements involved in their behavior patterns.
- (3) The education and and recreation programmes must be developed so that each boy has ample opportunity for wholesome satisfying experiences. Opportunities for self-expression and creative experiences are important. However, this is not enough; programmes are of more value when they can be utilized as a media through which positive human relationships are developed.
- (4) The delinquent must be prepared to accept the individualized treatment programme developed for him. Although the institution can provide excellent facilities and programmes for his rehabilitation, these will be relatively ineffective unless they are able to awaken in the delinquent the desire to participate in his own reformation. Reformation is intrinsic: it can get its inception through positive initial contacts which the offender has with the institution, its staff and its programme.

The task of studying the boy and preparing him for his individualized rehabilitation programme is a particularly heavy one. However, training schools have developed special techniques to accomplish this purpose. The reception programme was developed: to receive and orient new children as part of a planned programme to help a boy make the transition to institutional living; to enable the early recognition of physical, mental and emotional disorders so that an appropriate

treatment programme can be developed based upon the individual needs of the child.

Adequate reception procedures have yet to be developed in the Saskatchewan Boys' School. "Make-Shift" reception quarters and a lack of conviction, on the part of the administration and staff, of the value of a reception programme have impeded its development in the School. If this institution is to accomplish its purpose - the rehabilitation of juvenile delinquents - it must develop a more effective reception programme.

The institution must provide: a special reception unit offering adequate security provisions; readily available diagnostic services and sufficient qualified staff.

There is a distinct need for a special reception unit in the Saskatchewan Boys' School. The unit should be large enough to provide individual sleeping rooms, and a good-sized combined lounge and activities room. It should have certain security features which will ease the strain of supervising newly committed boys, who are often security risks. It is imperative that this reception unit be segregated from the security unit which is used for holding boys who are isolated for disciplinary reasons. Every newly committed boy should receive a thorough physical, mental, emotional and social evaluation upon being committed to the School. The information from this assessment should be the basis for developing an individualized treatment plan best suited to meet the needs of the boy. The assignment of the boy to a living group, and the arrangement of a special activities programme for him, should be made only after careful consideration of the available diagnostic information.

The foundation of any rehabilitation programme is the staff, who are responsible for administering it. The development of an effective reception programme will depend upon the staff's understanding of the importance of a good reception programme to a new inmate. Each staff person directly concerned with the care and supervision of the boys must be personally suited for working with disturbed adolescents. These personal qualifications must be supplemented by appropriate experience and training.

A reception programme which makes possible; effective interpretation of the school to the boy and a diagnostic study, is essential if the institution is going to fulfil its treatment responsibility. Individualized study and planning is the core of a comprehensive treatment programme, which ultimately should fully integrate education, occupation, dormitory and community life into a total rehabilitation plan. In Correctional Institutions the first step of individualized treatment - the reception programme, requires further development.

Province of  Saskatchewan

DEPARTMENT OF SOCIAL WELFARE AND REHABILITATION

CORRECTIONS BRANCH

SASKATCHEWAN BOYS' SCHOOL

Post Office Box 10,
Regina, Saskatchewan

Dear Mr. and Mrs.

This is to inform you that your son, Leonard, was committed to the Saskatchewan Boys' School on June 3rd. We know that you will be interested in hearing about what happens here in the School and just what Leonard will be doing. The following information may help to answer some of your questions.

Upon arrival at the School, Leonard underwent our various intake procedures. The boy usually has a lengthy conversation with the person in charge at which time the purposes and aims of the School are explained to him and the various regulations which apply to the boy. A tour of the School is carried out. Necessary documentary materials are filled out also. At the time of our School Doctor's visit, Leonard will be given a thorough medical examination including various laboratory tests. Because of the boy's close contact with other fellows, we feel that we have to have a complete medical history on the boy to be sure that contagious diseases, etc., are not passed on to the other boys.

When a boy arrives at the School, he feels strange and lonesome in his new environment. He is faced with making new friends, meeting staff, etc. It is also possible that the boy is away from home or on his own for the first time. Consequently, the boy may be just a little upset and his actions may be unpredictable. Because of this we try to keep the boy as active as possible and interest him in as many new things as we can so that his feelings of loneliness or strangeness will be overcome as quickly as possible. Our experience has shown that some of the boys' actions during their early stay in the School have resulted in them leaving without permission and getting into further difficulty. Thus, we feel the boy must be protected during this period against impetuous acts.

In order to help the boy over this period of orientation to the School, we follow the policy of giving each new boy an individual room. This does not mean that the boy is isolated for he spends the majority of his time either working, attending school classes, discussing his future with individual staff members, and in other activities and routines in the School. It is during this time also that tests are given to

determine personality traits, aptitudes, interests, intelligence, etc., to enable us to fit the program to the needs of the boy. After we have made an assessment of the boy, he is moved out of his room into a dormitory where he takes part in group life with a number of other boys. The size of the dormitory group varies, usually from six to ten boys.

In a dormitory group each boy has responsibilities for looking after his own clothing, his bed, and also for the care and cleanliness of the dormitory itself. In this situation the boy is in close contact with several other fellows and with individual staff members and consequently there is the usual give and take that a person finds in any home. This occasionally creates some difficulty in that certain of the boys have probably had their own way pretty much before coming to the School and they do find it a little difficult in getting along with other people. However, we do feel that this is important for the time that the boy leaves the School. During the early part of his stay in the School, the boy has few privileges. As each boy shows his ability to assume responsibility for himself in the group setting, he gets more privileges. These privileges consist of town shows, town visits, visits away from the School with his relatives, work projects in town, hockey games, etc. Thus, we place the onus on the boy in order that he learn the necessity for foresight and insight into his own actions. Naturally, the newer boys in the School have fewer privileges but as they show progress they are given a greater number of privileges.

The emphasis of our work here is on treatment, that is to find the underlying causes of the boy's actions and utilize activities in such a way as to give the boy satisfying experiences and to prepare him for his return to the community. We carry on a full school program here including academic work as well as manual training and shopwork. In addition, the boys have opportunities to learn other skills in doing maintenance work and in various construction projects within the School setting. The nature of this program varies with individual boys and the program is discussed with the boy prior to the time that he actually follows it out. Realizing what the employment situation is at the present time, we do encourage boys to continue with their academic and school training if at all possible. However, in the cases of those boys who have been out of school for some time we try to work out as interesting and effective a work program as possible for them. We are somewhat limited in the amount of training we can give to boys of a farm background in that we do not have farm projects at the School. This is entirely limited to the operation of a School garden during the summer months.

We feel that a boy's contacts with the people in the community are very important and consequently encourage letter-writing and place no restrictions on the persons to whom he writes or the number of letters which are written. Postage is supplied by the School. Parcels are usually appreciated by the boys, and many parents send home cooking, candy, etc. Tobacco is not permitted in the School in any form. If a boy comes to the School with money, this is placed in an account for his use and

similarly with money which is sent through the mail. The School does provide a small allowance to the boys which should meet most of their daily and weekly needs, and we do feel that parents should not send large amounts of money to the boys so that they can be encouraged to save and to spend within their means.

Visiting hours in the School are from 2:00 p.m. to 5:00 p.m. on Sundays. However, we do make special considerations for parents and relatives who are visiting from out of town. Visiting is restricted to relatives, or friends who are in company with relatives of the boy. In the case of visitors from out of town, we do like to know in advance so that the necessary arrangements can be made for the boy to be permitted to visit with these people.

The School provides clothing for all those boys who have been sent here by Juvenile Court and consequently it is not necessary for parents to purchase new clothing for their boy. In view of the fact that teen-age boys quite often grow rapidly, we do suggest that if the boy has clothing at home which he might possibly outgrow, that it would be as well to have it sent so that he could obtain full use of it. However, this is not a real necessity.

The length of a boy's stay in the School is an indefinite thing and it is dependent on three or four points: the first of these is the boy's readiness to assume responsibility for his actions out in the community, including his readiness to carry on with school, to go to work, or to provide for himself, whatever the case may be. The second point is closely related to the first in that a suitable plan of action for the boy must be worked out prior to his release from the School. This might mean that a work placement or living arrangements while working away from home might have to be found for the boy. We do feel that it is important to discuss any plan for the boy with his parents so that we can have their co-operation in helping them to follow the thing through to its completion. Every boy who is released from the School is released on parole. This means that he is still responsible to the School for his actions, and we have Workers located throughout the Province whose job it is to lend support and to help the boy make his way once again in the community. A boy's discharge from parole naturally depends on his adjustment outside. As soon as it is felt that he is capable of looking after himself, a recommendation is sent to the Youth Authority that the boy be discharged from parole. Our interest in every case is to see that the boy is helped to become a worthwhile citizen. Consequently, we are not interested in administering punishment to him but in helping him to realize what his responsibilities are in society.

We would like your help in our work with the boy and would appreciate it if you would complete the enclosed questionnaire and return it to us at your earliest convenience. You will also find enclosed a Medical Consent form which we would like you to sign and return to us. It is necessary for us to have this authorization in order to have the

boy hospitalized should this become necessary. This would be very important to us in the event that an emergency should arise.

We trust that this information will help to inform you about the type of School that Leonard is now attending. If there is further information that you would like, we would be very happy to forward it to you.

Yours very sincerely,

Superintendent
Saskatchewan Boys' School

APPENDIX B

SACRAMENTO BOYS' SCHOOL

Questionnaire

Name of Boy:

Questionnaire completed by:-

Name:

Address:

.....

Relationship to Boy:

Date completed:

FAMILY HISTORYFather:-

Name:

Date of Birth: Place of Birth:

Racial Origin: Year Came to Canada:

Church Attended: How often?

Education:

Health: (if poor, state reason, and when it started):

Nature of any nervous upset:

Occupation: How long has father worked at this
 job?

Name other occupations worked:

Date of present marriage: Married Previously? (Yes, No)....
 Year:..... If so, what happened? (separation, divorce, death)....

If father dead, age at death: Date:

Cause of death:

Mother:-

Name before marriage:

Date of Birth: Place of Birth:

Racial Origin: Year came to Canada:

Church attended: How often?

Education:

Health (if poor, state reason, and when it started):

Nature of any nervous upset during pregnancy or at other times:

Date of present marriage: Married previously? (Yes, no)...
 Year: If so, what happened? (separation, divorce, death) ...

If Mother dead, age at death: Date:

Cause of death:

To which parent was the boy closest?
.....
Which parent was responsible for discipline (punishment) of the boy?
What form did this take?
.....
Which parent did the boy imitate?
.....
Were there persons other than the boy's immediate family in the home?
Who were they?
To which one of these was the boy closest?
.....

PERSONAL HISTORY

Birth:-

Where was the boy born? Date:
Were both parents eager to have a child?
Did the mother have difficulty giving birth?
Was the boy raised by his parents, grandparents, or others?

Pre-School (Childhood):

At what age did the boy walk?
At what age did the boy talk?
At what age was the boy toilet trained?

Were there? (Underline Yes, No, or Unknown for each)

Feeding difficulties	Yes	No	Unknown
Bed wetting after age 3	Yes	No	Unknown
Sleep walking	Yes	No	Unknown
Stuttering	Yes	No	Unknown
Temper tantrums	Yes	No	Unknown
Convulsions	Yes	No	Unknown
Nail-biting	Yes	No	Unknown

Please describe the boy's health during his childhood. How did the illnesses affect him?
.....
.....
.....

Brothers and Sisters:-

<u>Names</u>	<u>Age</u>	<u>Health</u>	<u>Education</u>	<u>Occupation</u>
.....
.....
1.....
.....
.....
.....
.....
.....
.....
.....

How did he get along with his brothers and sisters?

With mother and father?

Who did he like best in the family? Why?

Who did he like least in the family? Why?

Was there any trouble, quarreling, etc., in the family?

Do you think that family trouble has anything to do with his present behaviour?

How was the family fixed financially?

How did this effect the boy?

Has he lived at home until now? When did he leave and why?

.....

Did he ever run away? When?

..... Why?

What did the parents do about it?

.....

Did he ever steal? What?

..... When?

What do you think he stole?

.....

What did the parents do about it?

.....

Was the boy dishonest? In what way?

.....

When did this appear to start?

.....

Was he bad tempered? About what things?

.....

When did this appear to start?

.....

What interest did he show in sex?

.....

.....

Was he ever involved in sexual activities with the opposite sex?

Describe briefly:

.....

With other boys? Describe briefly:

.....

.....

School:-

Age of entering: Age of leaving:

Grades completed: Grades repeated:

Last school attended: Year:

How did he get along with his teachers?

.....

How did he get along with other pupils?

.....

.....

Did he have any special problems at school? Describe:

.....

.....

How did he like attending school?

.....

Which subjects did he like most?

..... Least:

.....

How often did he play hockey (truant)?

Why?

.....

If he quit school, why did he do so?

.....

What did he do after that?

.....

Did he work after school hours? Where?

.....

Leisure Time:-

What did the boy do in his leisure time? Describe his main activities.

.....

.....

.....

.....

.....

Did he spend much time at home?

Doing what?

.....

.....

Where else did he spend his time?

.....

.....

Did he prefer being by himself? With whom else?

.....

.....

Does he smoke: At home?

How heavy a smoker is he?

.....

Did he go with girls? When did he start?

..... How often did he go out with them?

.....

Did he attend Church? How often?

.....

In what clubs and groups was he active?

.....

What hobbies did he have?

Any special interests?

.....

What reading did he prefer?

.....

What chores did he do around home?

.....

.....

Did he always complete these jobs?

Was he paid for these? How much?

.....

In which sports was he active?

.....

.....

Court Record:-

In what type of difficulty did the boy become involved first?

.....

At what age? What actions resulted?

.....

What further difficulties did he get into? What action was taken? (Please
give approximate dates)

.....

.....

.....

Has the boy ever been on probation? What results did it produce,
if any?

.....

What was his attitude towards having contact with the probation officer?

.....

How did the boy's present delinquency occur?

.....

What do you think is the cause of his present trouble?

.....

How do you feel about his being at the school?

.....

Have any other members of the family, or close relatives, been involved with the law? What offences, and when did they occur?

.....

What do you think the boy should do when released from the school? (school, work, etc.)

.....

Would you be willing to have him come home to live? Could he fit into school again? Or what are the employment possibilities?

.....

What else do you think we should know in trying to understand him?

.....

School Questionnaire

Date Completed

By Whom

Position

Name

Age started school Year started

School last attended Year

Health Condition: (general condition, hearing, vision, physical handicap,
retardation of growth, or oversize for age and grade)

.....

.....

.....

.....

Please indicate how illnesses or physical handicaps have affected his school
behaviour:

.....

.....

Psychological Examination: (Test given, date, result)

.....

.....

Personality:

In what way was he a behaviour problem in the classroom?

.....

.....

.....

How was this handled, and what was his reaction?

.....

.....

In what way was he a behaviour problem outside of the classroom? (either at
school or in the community)

.....

.....

What action was taken as a result? (by parents, police, teachers, or others)

.....

.....

.....

How did he get along with other students?

.....

.....

What was his general attitude towards his teachers and school?

.....
.....

How often was he truant?

What factors do you feel caused this?

.....
.....

If subject left school, or transferred to another, why did he do so?

.....
.....
.....

How did his progress in school compare with other members of the family?

.....
.....

Was he ever in the same school room with them? When?

.....
.....

Academic Achievements: (please list his most recent marks)

.....
.....
.....
.....
.....
.....
.....

Last grade completed Year

Grades repeated (state year)

.....

What factors caused his failures?

.....
.....
.....

What was the general nature of his work? (slipshod, systematic, consistently good or bad, showed initiative, etc.)

.....
.....
.....
.....
.....

Has his progress (or failure) in school been consistent, or did he show better (or worse) grades in particular years?

.....

What do you feel caused this?

.....

Which subjects were his strongest?

.....

Which subjects were his weakest?

.....

Extra-curricular Activities:

In which sports did he participate, and what was his manner of participation?

.....

.....

In which activities did he participate with other boys and/or girls?

.....

.....

Did he assume any particular responsibility?

.....

In which other activities was he active? (clubs, groups, hobbies, night classes, etc.)

.....

.....

.....

If he did not participate in sports or other activities, what were the reasons for his non-participation?

.....

.....

.....

.....

Additional Information:

Please include below any other information that you may have about home conditions, family status in the community, their co-operation with the school and the authorities in working with the boy.

APPENDIX D

Province of



Saskatchewan

DEPARTMENT OF SOCIAL WELFARE AND REHABILITATION

CORRECTIONS BRANCH

SASKATCHEWAN BOYS' SCHOOL

Post Office Box 10,
Regina, Saskatchewan,

Dear Mr. and Mrs. :

The above-named boy was committed recently to this School for an indefinite period of treatment and training. Our aim is to help the boy in any way possible so that when he leaves on parole, he will be able to assume his place in the community as a happier, better-adjusted person.

In order to do this satisfactorily, we must first have some understanding of the reasons for the boy coming into conflict with the law. We feel that a knowledge of the boy's past experiences is a necessity in making an accurate diagnosis.

School affords an excellent opportunity to see the boy in a variety of situations, consequently we feel sure that the boy's teacher can offer us a great deal of valuable information about the boy's school life. At the same time, the teacher is often aware of the way-of-life and status of the boy and his family in the community, two factors which also have a strong influence on a boy's behaviour.

The enclosed questionnaire outlines some of the information which we feel is necessary to our work with the boy. Would you please complete this form and return it to us at your earliest convenience? A record of the boy's marks and school progress is also essential to his proper placement in the school.

Thank you for your consideration and co-operation.

Yours very sincerely,

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