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THE UNIVERSITY OF MANITOBA

School of Social Work

AN EXPLORATORY FOLLOW-UP STUDY ON PERSONALITY
TRAITS, POST-RELEASE ASPECTS, AND RECIDIVISM
IN A SAMPLE OF SUBJECTS RELEASED FROM
MARYMOUND TREATMENT INSTITUTION

Being the Report of a Group Research Project
Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Social Work

by

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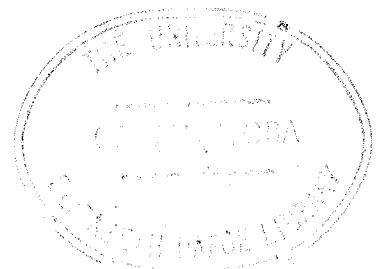


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ABSTRACT

This is an exploratory study in which the researchers have endeavored to relate fifteen personality traits and critical aspects of the post-release situation to recidivism in a sample of twenty subjects from Marymount School. A further aspect considered was the totality of experience in its relation to change in a subject's personality traits. With the aids of a standardized personality scale and of a post-release interview schedule, a personality trait assessment and a factual report of the subject's post-release situation were derived. Results were tabulated and illustrated graphically. Conclusions were formulated on the basis of answering questions posed in Chapter I and, recommendations were derived from these conclusions.

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CHAPTER I

INTRODUCTION

1. PURPOSE

This exploratory study was conducted by a group of eight students in their final year of a Master of Social Work Program at the University of Manitoba, School of Social Work. It is oriented towards exploring the dimensions of the juvenile delinquency problem in an attempt to develop, clarify, and modify these dimensions. Ultimately the information derived could provide bases from which researchable hypotheses may be extracted, from which priorities regarding problems to be researched may be derived, and from which guidance to future treatment planning may be drawn.

The purpose of the research study is to examine:

(a) the new treatment philosophy that was instituted recently at Marymound School under the supervision of the new Treatment Director.

(b) the selected personality traits that were measured on admission to and on release from Marymound for a sample of subjects who had experienced this new treatment philosophy and the changes exhibited in these traits over time.

(c) the critical areas of the post-release situation

that were examined for this same sample of subjects.

These three aspects were studied in order to answer the following questions:

(A) Is there any possible relationship between the totality of experience at the institution and recidivism?

(B) Is there a possible relationship between certain personality traits and recidivism?

(C) Is there a possible relationship between certain aspects of the post-release situation and recidivism?

(D) Is there a possible conjoint relationship between the personality traits and the post-release situation in terms of recidivism?

The researchers hope to draw from the findings of the above questions possible conclusions, recommendations, and hypotheses which could direct future treatment planning and research.

The conviction that there was a necessity for conducting an exploratory study of this nature arose out of several concerns. First, an overview of previous studies indicated definite gaps in the area of research pertaining to certain aspects of the delinquency problem in general and in particular to the problem of delinquency in females as it applies to institutional treatment centres. Our study of delinquent girls from the treatment centre of Marymount School may provide some much needed additional

knowledge in these two areas. Second, juvenile delinquency in previous studies has been approached in a piecemeal manner in that personality, treatment, and environment were treated as separate aspects. Our study, by attempting to consider all three of these aspects together, may provide a more realistic approach to the problem of delinquency. Third, the Social Service Audit, having completed a study of the facilities available to juvenile delinquent girls in Manitoba, reported evidence of ". . . new attitudes and approaches toward the goal of rehabilitation in the institutions involved."¹ Since Marymound was one of the institutions studied, further research was considered necessary in terms of the meaning these new attitudes and approaches have for treatment planning. Finally, a social worker at Marymound has suggested that their ultimate goal is to "gear the girls to successful adjustment in the community program". As a result, a follow-up study examining the post-release situation of these girls was considered desirable.

In conclusion, this exploratory study is oriented towards answering the four previously stated questions that constitute the purpose of the study in order to derive conclusions and hypotheses to direct future research and

¹Report of the Social Service Audit, Inc., (Winnipeg, May 1969), p. 90.

recommendations to serve as guidelines for future treatment planning. Furthermore, on the basis of the concerns expressed in the above paragraph, the researchers deemed it justifiable to conduct a research study in the particular area specified.

2. SETTING

Marymound School was founded by an order of Catholic nuns, Sisters of the Good Shepherd, whose prime focus is working with adolescent girls. The order originated in Europe when Saint John Eudes, a priest, and other interested individuals began working with young girls who were "living a life of sin". The order spread from Europe to Montreal and then to Winnipeg, where, in 1911, the nuns established a home for adolescent girls. The Home of the Good Shepherd served as a refuge for young girls who came voluntarily to live with the sisters and at a later date, orphans were accepted into the home as well.

Between 1948 and 1954, the population of the home decreased due to the institution of more intensive foster care programs in Winnipeg. Subsequently, the home was converted into a treatment centre for emotionally disturbed girls between the ages of eight and fourteen years. It was then called St. Agnes School.

In 1954 due to a recognized need for facilities for dealing with juvenile delinquent girls, the Manitoba

Government paid St. Agnes School the full per diem cost of maintenance for committed delinquent girls. In 1958, an additional building called Marymound School, was erected to house the increase in the number of committed girls due to the above change in policy. An agreement was made soon after with the Manitoba Government, stating that all Roman Catholic girls, between the ages of 12 and 18 years who were sentenced as delinquents, would be committed to Marymound School.

In 1969, the St. Agnes School for emotionally disturbed girls and Marymound School for delinquent girls were amalgamated under the name of Marymound School and are now operating as one institution for girls who are pre-delinquent, or otherwise described as delinquent, "acting out". The capacity of Marymound School is sixty girls. The facility known formerly as St. Agnes School is now being utilized as an "open" residential treatment centre while the other building provides a "closed" setting for girls who still require the physical controls. The two buildings are connected and the girls move from one to the other, depending on their needs.

Until October, 1967, the treatment philosophy of Marymound followed along the traditional lines of providing mainly custodial care. In 1967, with the hiring of a new director and co-ordinator of treatment planning, a new

treatment philosophy evolved whose main goal is to return the girls to the community better able to handle their behaviour and to engage in responsible social functioning. This new philosophy also stresses a commitment to the prevention of delinquency, as a result, girls are now admitted to Marymound who are exhibiting pre-delinquent or "acting out" behaviour.

For purposes of this study, the researchers are focussing only on that period of time dating from the implementation of the new treatment philosophy to the present. The new treatment program will be discussed in greater detail at a later point in Chapter I.

3. SCOPE

This research study involves twenty cases out of a possible population of thirty-five. The cases included Roman Catholic girls of any age and who had resided in Marymound School. The sample was reduced from thirty-five to twenty as a result of the inaccessibility of fifteen of the respondents for the purpose of administration of the interview schedule. The criteria establishing which cases were eligible for inclusion within the sample were:

1. The interrelationship of the time elements in terms of the amount of time the individual was exposed to the totality of experience within Marymound School and the amount of time the individual was exposed to the post-

release situation upon discharge.

2. The accessibility of the "respondents for personal interviews.

3. Respondents who had been committed by the Juvenile Court to Marymound School.

Further elaboration of these criteria will be presented in Chapter III.

4. DEFINITION OF TERMS

A. Totality of Experience

The treatment to which each girl is exposed is two-fold in nature: one, an individual treatment program is developed in accordance with her specific needs and two, she is exposed to a broader concept of treatment which we have termed "totality of experience". The treatment staff at Marymound emphasizes the importance of the girl's experiencing each aspect of the school's program in relation to her eventual goal achievement, which is to better prepare her for a successful return to the community. There are five components of the totality of experience at Marymound.

1. Educational experience--Marymound operates a private school on its own premises with five fulltime and seven parttime teachers. The individually oriented classes are structured to suit the needs of those girls who do not fall into the regular academic grading system.

2. Group living experience--This refers to a situation wherein there is continual interaction among the girls, house mothers, child care staff, volunteers in regular group living experiences, task and therapy groups, and through work and social activities.

3. Volunteers--The volunteer program consists of 74 "Big Sisters"; seventeen visiting homes which are available for those girls who do not have their own home or whose home is not suitable due to its location (distance from city), or its emotional climate. In addition, some twenty businesses have volunteered to provide girls with various types of work experience.

4. Recreational program--Girls at Marymound are provided with opportunities to partake in sports, parties and dances. (Various staff members are present at these functions in order to give the girls an opportunity to relate to them in a more relaxed atmosphere.)

5. Professional Contacts--Each girl experiences social work contact, either through the services of a case-worker or a group worker. Contact with a psychiatrist, psychologist, educational consultant, is usually provided on a consultative basis, for the purposes of diagnosis and treatment planning for the girls.

A variety of treatment approaches are utilized at Marymound. Final decision as to what governs a particular

approach being employed depends upon the girl's individual situation. These approaches include the following.

1. A systems or milieu approach which attempts to create a supportive and understanding environment. The meaning of environment within this context includes both institutional experiences as well as those community experiences which may affect the girl during and after her commitment to the institution.

2. A reality approach which emphasized a present orientation rather than a past orientation to the handling of the girls' problems. Furthermore, this approach stresses the need to hold the girl responsible for her actions, and thus not permit her to excuse her behavior on the basis of various pretexts.

3. A goal directed relationship approach which enables the girl to begin to develop a more positive self concept. These relationships are not limited to professional staff at the institution, but include other appropriate figures in the girl's life, such as teachers, child care workers, police authorities and others.

4. A social opportunities approach which has as its aim, to develop the capacity and potential of the girl, by individualizing the treatment in terms of underscoring certain strengths and correcting certain weaknesses. For instance, as part of the overall treatment strategy,

visiting homes or work experience are provided for girls in order for them to develop certain skills.

B. Personality Traits

The researchers have adopted the following definition of personality trait¹: A trait is any aspect of personality that is reasonably characteristic and distinctive. It refers to the individual's typical behavior which is sometimes assumed to be based on innate factors such as instincts, and therefore represents some consistency in behavior. Behavior is either positively or negatively sanctioned in a particular society according to its idiosyncratic values, beliefs and functions. In view of this fact we have divided the personality traits for study into two categories. Positively sanctioned Personality Traits and Negatively sanctioned Personality Traits. The arbitrary decision as to whether a trait is Positive or Negative was based upon our interpretation of contemporary values, beliefs, and functions of Canadian Society. For example, in view of the fact that our society generally values the quality of sociability in order to counteract anomic² producing effects of bureaucratic superstructures,

¹A few definitions of personality trait have been incorporated in this definition. See, Edwin P. Hollander, Principles and Methods of Social Psychology, Toronto: Oxford University Press, p. 285, 1967, and Clifford T. Morgan, Introduction to Psychology, New York: McGraw-Hill, 1966, p. 461.

²See Durkheim, Emile. Suicide, New York: Free Press, 1966, p. 46.

the personality trait of Affiliation is considered to be POSITIVE. Conversely, our society devalues the inability of people to get along with others. Thus, those who relate with others in an attacking and revengeful way are frowned upon. Since the definition of Aggression in the Personality Scale embodies the latter negative behaviours, this trait has been considered to be NEGATIVE.

The personality traits chosen for study will be listed below. Each trait will be labelled either POSITIVE or NEGATIVE, and then defined according to the trait's adjectives.

<u>TRAIT</u>	<u>DEFINING TRAIT ADJECTIVES</u>
1. Abasement - (Negative Trait)	meek, self-accusing, self blaming, self-belittling, surrendering, resigned, self-critical, humble, appologizing, subservient, obedient, yielding, self subordinating.
2. Achievement - (Positive Trait)	striving, accomplishing, capable, purposeful, attaining, industrious, achieving, enterprising, self-improving, productive.
3. Affiliation - (Positive Trait)	neighborly, warm, loyal, amicable, good-natured, friendly, companionable, genial, cooperative, hospitable, sociable, affiliative, good-willed.
4. Aggression - (Negative Trait)	aggressive, irritable, argumentative, threatening, attacking, antagonistic, pushy, hot-tempered, easily angered, hostile, revengeful, belligerent, blunt.

<u>TRAIT</u>	<u>DEFINING TRAIT ADJECTIVES</u>
5. Autonomy - (Negative Trait)	unmanageable, free, self-reliant, independent, autonomous, rebellious, unconstrained, individualistic, ungovernable, self-determined, non- conforming, uncompliant, resistant.
6. Change - (Negative Trait)	inconsistent, fickle, flexible, unpredictable, wavering, adaptable, changeable, irregular, variable, innovative, flighty, vacillating, inconstant.
7. Defenceence - (Negative Trait)	self-protective, justifying, denying, defensive, suspicious, secretive, has a "chip on the shoulder", resists inquiries, protesting, self-excusing, rationalizing, guarded, touchy.
8. Dominance - (Negative Trait)	controlling, commanding, domineering, influential, persuasive, forceful, leading, directing, dominant, assertive, authoritative, powerful, supervising.
9. Endurance - (Positive Trait)	persistent, determined, steadfast, enduring, unfaltering, persevering, relentless, tireless, energetic, has stamina, sturdy, zealous, durable.
10. Exhibition - (Negative Trait)	colorful, entertaining, unusual, spellbinding, exhibitionistic, con- spicuous, noticeable, expressive, immodest, demonstrative, dramatic, pretentious, showy.
11. Harmavoidance - (Negative Trait)	fearful, withdraws from danger, self-protecting, pain-avoidant, careful, cautious, seeks safety, apprehensive, precautionary, unadventurous, avoids risks, attentive to danger, stays out of harm's way.

<u>TRAIT</u>	<u>DEFINING TRAIT ADJECTIVES</u>
12. Impulsivity - (Negative Trait)	hasty, rash, uninhibited, spontaneous, reckless, quick-thinking, impatient, uncautious, hurried, impulsive, fool-hardy, excitable, impetuous.
13. Play - (Positive Trait)	playful, jovial, jolly, pleasure-seeking, merry, laughter-loving, joking, frivolous, prankish, sportive, fun-loving, gleeful, carefree.
14. Social Recognition- (Positive Trait)	approval seeking, seeks recognition, courteous, makes good impression, seeks respectability, accommodating, socially proper, seeks admiration, obliging, agreeable, socially sensitive, desirous of credit, behaves appropriately.
15. Succorance - (Positive Trait)	trusting, ingratiating, dependent, appealing for help, seeks support, wants advice, helpless, confiding, needs protection, requesting, craves affection, pleading, defenceless.

C. Post-Release

For the purposes of this study, post-release is defined as the overall situation to which the girl is discharged from Marymound. It includes the following areas:

living situation--refers to the place of residence to which the respondent was discharged as well as to the place of residence at the time of the administration of the schedule,

family affiliation--primarily covers the area of marital status,

education--refers to the respondent's participation in any learning (academic or vocational) program since release from Marymound as well as any learning program engaged in at the time the interview schedule was administered,

employment--makes reference to the respondent's work situation at the time that the schedule was administered,

community participation--is composed of two aspects. One refers to the respondent's participation in informally organized community activities such as religious or cultural groups. The other refers to participation in informally organized activities such as peer group associations,

after-care--refers to contact with any socially oriented helping agency since the respondent's discharge from Marymound as well as any contact at the time that the schedule was administered.

D. Definition of Recidivism

For the purposes of our study, recidivism is defined in terms of the re-involvement of a girl with the law which results in an appearance in court and a conviction under the Criminal Code of Canada and/or the Juvenile Delinquents' Act.

5. METHOD OF GATHERING DATA

This research group collected its data by two basic instruments;

1. A standardized personality research form scale revised for the purpose of this study in order to measure personality traits.

2. An interview schedule constructed by this research group in order to study the girls post-release situations.

Personality Traits

We decided to choose a standardized personality test for our trait study, since so many tests in this area had been professionally formulated, tested, and re-tested. We assumed therefore, that these tests would have greater reliability and validity, and thus proceeded to review several tests in this area for the purpose of selecting the one most appropriate to our study. We adapted the "established" test which we chose for the purposes of our study.¹ This was done by excluding those traits measuring covert behavior, and including only those traits measuring overt, and thus more obviously noticeable behavior. By virtue of the fact that this study examines the girl's

¹The standardized test chosen was Douglas N. Jackson's Personality Research Form Manual, Goshen, New York: Research Psychologists Press Inc., 1967.

personality on her release from Marymound School, the traits were measured by a second party-test. Consequently, a panel of three judges, all of whom had been frequently in contact with the girls, filled out the personality inventory, indicating on a Likert five point scale to what extent the girl had exhibited a given behavior¹. The judges consisted of the Director of Marymound School, a Social Worker, and a Group Mother.

A pre-test was administered to three girls, all of whom were court commitals having been released recently from Marymound. The actual test was administered after a few adjustments were made on the original test. Our judges were separated, and each judge was asked to complete the research form scale without consultation with the other judges. Each judge completed the scale on each of the 20 girls in our sample, for both the girl's behaviour upon admission to Marymound and upon her release from the institution. The results were compared, averaged, and an over-all score on each of the personality traits was arrived at for both her behavior on admission and on

¹Although our original test included a TRUE-FALSE dichotomy of response, this was changed after the pre-test was administered because the judges expressed their difficulty in seeing such "drastic" changes in the girl's behavior. The Likert Scale included degrees of change, and consequently seems to be a more effective means of measuring change in personality traits.

release. This will be elaborated upon in Chapter III.

Post-release situation and recidivism

The second instrument used was an intensive interview schedule devised by this research group to study the post-release situations of the girls in our sample. Since there are no standardized tests measuring our specific area of interest we were compelled to construct our own schedule. This schedule consisted of "closed-ended" questions devised to obtain factual information about the girls upon their release, and also about their present general activities. Recidivism was measured by a closed-ended question in this schedule as well. A follow-up check for validity on the girls' responses to this question was executed by a review of Winnipeg Juvenile Court Records.

A pre-test was administered on four girls who were released at varying times since institution of the new treatment program, but who were not court commitals. Minor adjustments were made in the test after the pre-test.¹ The final test was administered by a direct interview with 17 of the girls in the sample. Three of the girls were mailed the schedules, and they returned their completed

¹An additional choice was added to the original number of alternative responses in one particular category.

responses. Although we had originally planned to administer all the tests in person, limitations in our sample forced us to use the other alternative. We felt that it was a feasible method since there was no apparent lack of clarity in the questions when administered to the 17 girls of our sample. Thus it seemed that the questions were accurately comprehended in our non-personally administered schedules. Further elaboration of the method in this area will be presented in Chapter III.

6. NATURE OF ANALYSIS AND PRESENTATION OF DATA

Data from both the personality trait questionnaires and post-release situation interview schedules were illustrated by means of four different graphs--two for personality traits, one for post-release situation,¹ and one combining both the personality traits and post-release situation. These graphs are found in the Appendix. Also, tables throughout the study explicitly illustrate the data further.

From these graphs and tables the researchers made interpretations which will be presented in a later chapter.

7. ASSUMPTIONS

(a) The researchers assume the instruments we are using to measure personality traits are adequate to do so

¹The factual information on the post-release situation obtained from the interview schedule was first grouped on a tally sheet from which the graph was derived.

and that the post-release interview schedule is adequate to obtain enough information about the post-release situation.

(b) The responses of the respondents to whom the post-release schedule was administered and of the staff at Marymount who rated the subject's personality traits were taken to be true and valid.

(c) We assume that the individual interviewing technique of the interviewer will not affect the results of the study since briefing sessions were held to ensure as much consistency as possible in the approach of the interviewers.

8. LIMITATIONS

The study has the following limitations:

(a) The sample includes only subjects that were available for the completion of the interview schedule. Had we been able to include all subjects who were eligible by our criteria, the results may have differed.

(b) The inequality of exposure time to the post-release situation, a necessary limitation of our study, may result in some subjects in the sample having a longer time in which to become recidivist, or to make an adjustment.

(c) The arbitrarily chosen six month period of exposure to both the new treatment program and to the

post-release situation is a possible limitation in that it may not be long enough for changes to occur or for adjustment to be made. Most of the subjects in our sample did not fall into this minimum six month period.

(d) The validity of the study may be limited by having three staff persons rate the personality traits of the sample of subjects at two specific points in time. This admittedly is a very difficult task as it involves their remembering personality at a specific time in the life of a subject, namely on her admission to Marymount.

(e) The sample may be biased since it consists only of Roman Catholic subjects who were committed to Marymount and have been subsequently released. This is a limitation to the study in that our sample does not represent a true cross-section of the total population.

CHAPTER II

BACKGROUND

As previously indicated in Chapter I, this research study involves an examination of three main concepts: totality of experience of residents at Marymound, their personality traits, and the post-release situation into which they go, in terms of discovering some possible relationship between these factors and recidivism. The purpose of this chapter is to consider each of these areas closely with respect to defining the meaning of each concept for the purposes of this study, and in so doing, present relevant literature which contributes towards an understanding of the concepts, as well as supports our utilization of them within the research study.

First, we shall present some background material concerning institution and follow-up studies. The subject material of this study is directly concerned with the broad field of child welfare and more specifically with the selected category of youth; i.e. those who are pre-delinquent and are exhibiting acting out behavior. By this, we refer to those children who are harming themselves and/or are involved in antisocial and delinquent acts.

Initially the child welfare field was primarily concerned with orphaned children. The scope of the field has since broadened and changed its focus to a recognition and a concern for the special needs of children who, by reason of upset familial situations, are in want of intervention by society. Among these children are those whom we have termed as "acting-out children".¹

What resources are made available for these children by the child welfare services? The literature we have reviewed suggests that the most severely disturbed or acting-out child, is usually removed from the disturbing environment in which the child lives.^{2,3} The less seriously acting-out child may remain in his home and receive treatment from child guidance clinics, juvenile court services, and other child welfare agencies. But for the more seriously disturbed child, placement away from parents and home is the usual procedure.

¹Harry Finklestein, "Containment of Acting-out Adolescents in an Open Institution," Social Casework, Vol. XLII, No. 3, (March 1961), pp. 137-138.

²Phyllis R. Snyder, "Coordinating Residential and Community Treatment of Delinquent Girls," Social Worker, Vol. XLVI, No. 1 (Jan. 1965), pp. 10-14.

³N. K. Teeters and S. D. Reivemann, The Challenge of Delinquency (New Jersey: Prentice-Hall Inc., 1950), pp. 125-130.

What then, in general terms, does the residential treatment centre offer in terms of meeting the needs of acting out children? Residential treatment centres "have undergone a transition from what was primarily a custodial institution to treatment centres for acting-out and disturbed adolescents."¹

Phyllis Snyder feels that the main task of a residential treatment centre is: "When a delinquent girl is committed to a training school, the goal of the staff is to bring about sufficient improvement in her social functioning to enable her to live in the community more successfully after she leaves the institution."²

H. Finkelstein suggests, "The definition of what constitutes a residential treatment centre is inadequate, and it is difficult to differentiate it from other institutions for delinquent children. The degree of therapy cannot be considered as a differentiating factor because the range varies in the extreme from one residential treatment centre to another. Wide ranges are also found in administration, kind of therapy offered, size of plant, and the nature of the population. In the relabelling process some institutions have undergone substantial

¹Harry Finklestein, op. cit., p. 134.

²P. R. Snyder, op. cit.

changes in program and policy but others have made only minimal modifications. Sometimes the only modification is the addition of a social worker or the acquisition of few hours of psychiatric consultation per month. The temptation to emulate nationally known treatment centres is strong, and a change in designation often brings an improved self-image and public image; however, without changes in substance or resources this is probably a mistake.¹

The concern of this research study is:

1. to examine the behaviour of the child in the residential treatment centre in terms of the effect of the totality of experience on his personality, and

2. to explore the post-release situation in terms of the child's interactional functioning upon discharge.

There is a noticeable scarcity of literature in this area. Follow-up studies are generally lacking and residential treatment centres are really not too sure as to what happens to their population once they are dispersed into the community. A few of the follow-up studies which we reviewed, revealed little change or a deterioration of

¹H. Finklestein, "Limitation in Residential Treatment," Crime and Delinquency, Vol. 14, No. 3 (1968), pp. 240-244.

behavior of those released from the treatment centres.^{1,2}

The follow-up studies of Eleanor and Sheldon Glueck's "After Conduct of Discharged Offenders,"³ seek to draw conclusions for instituting changes in treatment to increase effectiveness.

The administration of Marymound School recognizes the importance of research and feel that a follow-up study on their particular institution is needed.

Our study is somewhat unique in that it seeks to combine several variables in the investigation. To date, most studies concerning the acting out behaviour of children have been of two types: 1. sociological studies in which the relationship to delinquency of such broad environmental factors as social class etc. have been investigated, and 2. psychological studies, in which relationship to delinquency of the child's own personality characteristics and his relationship to his parents have been studied.

¹T. S. N. Gibbons, "Supervision and Probation of Adolescent Girls," British Juvenile Delinquent, Vol. 10 (1959), pp. 84-103.

²P. Epps, "A Preliminary Survey of 300 Female Delinquents in Borstal Institutions," British Juvenile Delinquents, Vol. I (1951), pp. 187-189. "A Further Survey of Female Delinquents Undergoing Borstal Training," British Juvenile Delinquents, Vol. 4, (1954), pp. 263-271.

³Sheldon Glueck and Eleanor T. Glueck, After-Conduct of Discharged Offenders (London: MacMillan & Co. Ltd., 1945).

Rarely, however, have both sets of factors been studied in the same population. Conger and Miller attempted to combine these two factors as described in their book "Personality, Social Class and Delinquency".¹

In our study of a sample of students from Marymount School, we will examine both the dimensions of personality and environment along with totality of experience as they relate to recidivism.

Totality of Experience

Initially it was decided that this concept should be termed "treatment program". The literature we examined related "treatment programs" to different variables. For example, Young speaks of treatment focusing on protection of the girls in institutions, plus individual care and help by the use of group work, casework or psychiatric treatment.² Henry Maier states that "in many ways residential treatment interweaves care and treatment, enhancement of ego development, and rehabilitation of ego deficiencies. The essence of residential treatment lies

¹John J. Conger and Wilburn C. Miller, Personality, Social Class and Delinquency (New York: John Wiley and Sons Inc., 1966), pp. 3-12.

²L. R. Young, The Treatment of Adolescent Girls in Institutions (New York: Child Welfare League of America, 1945), p. 38.

in the clinical integration of all the specific helping efforts into the process of each client's daily living experience.¹ We concluded that generally this concept tended to emphasize the clinical aspect of institutional living. Because Marymound School greatly emphasizes the total experience at the school in relation to goal achievement, we revised the concept of "treatment program" to "totality of experience" at Marymound. Treatment as described by other studies is but one of five essential parts of the total experience of a treatment institution.

Marymound's treatment program has already been defined in Chapter I. From perusal of numerous studies, we are aware that treatment institutions do not function in reality the same way as they do theoretically. Polsky looks at treatment in terms of how it actually functions within the institution.² He sees the boys in Cottage Six as establishing a negative social system while in the treatment centre. Since not all the boys are fully absorbed in this peer organization, their values and social relations can^{not} be thought of as interdependent. This means that individual boys may be undergoing positive changes in

¹Henry Maier, "Residential Treatment of Children," Encyclopedia of Social Work. Vol. XV, (1965), pp. 660-661.

²Howard Polsky, Cottage Six - The Social System of Delinquent Boys in Residential Treatment (New York: Russell Sage Co., 1962).

their attitude while participating fully in the negative social system in the cottage. Gresham Sykes explores the social system of an informal nature found within the formal institutional bureaucracy.¹ This social system is so powerful that it often has a greater influence on the lives of the inmates than does the formal institutional structure. Salisbury shows the relationship between a hospital's formal organization and the organization of society at large, as well as the relationship between informal hospital organization and the dynamics of individual personalities.² He studies a State mental hospital with its unique problems such as those of a relatively self-contained "community" from which few patients return to the outside world, and in which the behavior of all categories of persons is influenced as much as by the behavior of the other members of that "community" as it is by the standards of society at large.

Although we did not study Marymound's treatment program per se, treating it as a constant for all the girls in our sample, we felt it important to keep in mind the possible discrepancy between the theoretical and the functional aspects of the program.

¹G. Sykes, The Society of Captives (New Jersey: Princeton University Press, 1958).

²Richard Salisbury, Structures of Custodial Care (Los Angeles: University of California Press, 1962).

Personality Traits

There are a number of studies which we consulted that pointed to the importance of looking at personality traits of delinquents. Not all children who grow up in poverty, live in deteriorating neighborhoods, or who have culturally displaced parents, become delinquent.¹ Conversely, many children who are not economically deprived, who come from well-established middle class homes, and whose parents are neither culturally displaced nor members of a struggling minority group, do become delinquent. These facts have led a number of investigators to examine the child's individual personality characteristics to explain some of the causes of delinquency.

The studies of personality structure by Healy and Bronner² and Sheldon and Eleanor Glueck,³ point out that more delinquents than control groups differed markedly in their personality characteristics, attitudes, and interpersonal deviations and symptoms indicative of maladjustment.

If personality is such a major factor in the cause

¹John Conger and William C. Miller, op. cit.

²W. Healy and A. F. Bronner, New Light on Delinquency and its Treatment (New Haven: Yale University Press, 1936).

³Sheldon and Eleanor Glueck, Unravelling Juvenile Delinquency (New York: Commonwealth Fund, 1950).

of delinquency then it follows that personality should also be an important factor in becoming a recidivist.

Historically, the most common way of approaching personality, has been in terms of traits.¹ Traits have traditionally referred to the individual's typical behavior which is sometimes assumed to be based on innate factors, such as instincts. As McClellan (1951) notes, "Trait psychology represents one of the earliest attempts to introduce some kind of order into the multiplicity of human responses. Its approach is simple. It consists of looking for consistencies in behavior."²

Personality traits cannot be observed or measured directly; they can be measured only indirectly on the basis of inferences drawn from the individual's behavior and immediate experience.³

Krech and Crutchfield⁴ as well as Coleman⁵ stress that there are basically only two methods of measurement

¹Edwin P. Hollander, Principles and Method of Social Psychology (New York: Oxford University Press, 1967), p. 285.

²David Krech and Richard Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Co., Inc., 1948), pp. 284-289.

³Ibid., pp. 205-209.

⁴Ibid., pp. 205-209.

⁵James Coleman, Abnormal Psychology and Modern Life (Chicago: Scott, Foresman, Co., 1956), pp. 649-651.

of personality traits which can be used:

1. behaviorial analysis or nomothetic approach,
2. introspective analysis or ideographic approach.

They feel one approach is as valid as the other pending the circumstances. Due to lack of time, money and availability of the sample, our approach had to be the nomothetic one.

As to the traits used, we were guided by literature in the area. Trait and factor theory suggest that if traits are to prove useful in describing personality structure, it is essential to select from the tremendous number of traits, a manageable number which will serve the purpose; at the same time, it is essential that no significant characteristic of personality be slighted or omitted. Trait theory represents a systematic effort to identify and measure common personality traits or characteristics which underlie and determine individual behavior.

Conger and Miller, although interested in examining current personality differences between delinquents and non-delinquents, were particularly concerned with determining personality antecedents.¹ They employed as their principle personality variables, traits which were readily evident to experienced teachers, for they chose as their sample, children from the school system. As a result, we decided to emphasize socially observable characteristics,

¹John Conger and William Miller, op. cit., pp. 13-75.

in contrast to covert characteristics whose presence would only be judged by a process of skilled clinical inference.

In our choice of measures, we were also influenced by the findings of previous investigators,¹ which suggested that certain dimensions of personality were particularly likely to be related to delinquency, (i.e., aggression, impulsivity, relationship with others).

Post-Release Situation

Two basic measures of the post-release situation were included in our study. One was the situation to which the girl was released and the other was the circumstances in which the girl finds herself at the time of the study.

Various authors have examined the post-release situation from the aspect of factors contributing to the initial delinquency. These studies are applicable whether explanation concerns the initial or subsequent delinquent behavior.

Cowie makes the observation that sibships from which delinquents come tend to be of more than average size, and that size per se tends to increase the risk of

¹H. Bakwin and R. Bakwin, Clinical Management of Behavior Disorders in Children, 2nd ed. (Philadelphia: Saunders, 1960), and A. Bandura and R. Walters, Adolescent Aggression (New York: Ronald, 1959).

delinquency.¹ His study also suggests that the most important influence in determining whether or not a girl makes a good response to training and settles down afterwards, are those associated with her life at the time, the hazards and stresses she encounters, and the people with whom she becomes involved. Meyers, et al. found the following aspects as being important: presence of parents, size of household, sibling structure, employment, occupational and educational levels of family members, and feelings toward household members.² Oliver Moles, et al. suggests that environmental, along with personality, factors are thought to be antecedents of delinquent behavior.³ Environmental aspects such as broken homes or poverty are considered in that such aspects are believed to influence personality formation and the subsequent delinquent behavior.

Another study by Rev. T. N. Libby concerns the program of an after-care institution for released prisoners.⁴

¹John Cowie, et al., Delinquency in Girls (London: Heinemann Educational Books, 1968), p. 132.

²Henry J. Meyer, et al., Girls at Vocational High, (New York: Russell Sage Foundation, 1965).

³Oliver Moles, et al., Selective Review of Research and Theories Concerning the Dynamics of Delinquency (Inter-centre Program of Research on Children, Youth and Family Life, 1959).

⁴Rev. R. N. Libby, "The Residential Centre for Released Prisoners," The Canadian Journal of Corrections (April, 1968).

It demonstrates the role this type of post-release situation plays in preventing an individual from becoming a recidivist. McCorkle, et al., have shown that place of residence in terms of rural or urban location and also ethnic origin affects the individual's chances of recidivism.¹ A study on Knowles School for Boys supports the fact that the post-release factors already mentioned have a bearing on whether or not an individual makes a good adjustment to the community.² In addition it includes one other factor--community participation, which is establishing its place of importance with respect to the post-release situation.

In her studies concerning the relationship of environmental factors and adjustment to recidivism, Maud Merrill found that those factors which determined the success or failure of a child's adjustment in his environment, depended upon his needs, as well as the availability of opportunities to satisfy these needs.³

Studies completed by Sheldon and Eleanor Glueck indicate that those environmental factors which have been

¹Lloyd McCorkle, et al., The Highfields Story, (New York: Henry Holt & Co., 1958).

²David Waters, ed., "Follow-Up Study of Knowles School for Boys" (Unpublished Thesis #41, University of Manitoba, 1968).

³Maud A. Merrill, Problems of Child Delinquency (Cambridge, Mass: The Riverside Press Co., 1947).

found to be correlated with failure to work out a satisfactory adjustment include: parental discipline, school retardation, school conduct, age at first misbehavior and the length of time between the on-set of delinquency and first clinical examination.¹ Some of these factors would also apply to the child's adjustment in the post-release situation.

In contrast to the above studies, a study by Cowden found that home environment was not found to be significantly related to institutional adjustment or to recidivism.² Such findings made us aware of the possibility of not finding a significant correlation between factors of the post-release situation and recidivism.

¹Sheldon and Eleanor T. Glueck, One Thousand Juvenile Delinquents (New York: Kraus, Reprint Corporation, 1965).

²James Cowden, "Predicting Institutional Adjustment and Recidivism in Delinquent Boys," Journal of Criminal Law, Criminology and Police Science, 57(1), 1966, pp. 39-44.

CHAPTER III

METHOD

This chapter includes a detailed description of (1) the sources of data, (2) the sample selection, (3) the general methodological procedure followed and the instruments used by the researchers in collecting the required data, and (4) the plan of analysis.

(1) The Sources of Data

For the purposes of this study, Marymound School provided the data regarding the historical setting described in Chapter I and the information regarding the concepts of the totality of experience and of treatment programs.

Marymound also made available to the research group all of its case records from which a sample was chosen. As the records contained the date of admission, the date of discharge and the address to which the respondent was released, the researchers were able to omit from the sample all respondents who lived outside of Manitoba and all those who did not fall within the specified time limit. A further elaboration of sample selection will be presented at a later point in this chapter.

The addresses for the respondents who were included

in our sample were gathered from Marymound case records and, in some cases, from the Winnipeg Telephone Directory. In addition, social agencies who had recent contact with the respondents were able to provide addresses and some respondents provided the researchers with knowledge of the whereabouts of other respondents

The respondents themselves provided the information regarding their post-release situations. This information was not corroborated by parents, schools, employers or referring agencies since it was decided to rely on the verity of respondents' answers. Supportive evidence, however, was sought with regard to the question on recidivism included in the post-release interview schedule. The answers of nineteen of the twenty respondents were checked by referring to Winnipeg Juvenile Court records. Eighteen of the nineteen respondents checked had answered the question truthfully while one had reported being non-recidivist when, in fact, she was on record as recidivist. No supportive evidence was available for one of the twenty respondents.

Three staff members at Marymound School--the treatment director, a social worker and a group mother--provided the research group with the data concerning the personality traits on admission and prior to release of the subjects in our sample.

(2) Sample Selection

The research sample involved subjects who had resided at the Marymound treatment institution. Eligibility for inclusion in this sample was determined on the basis of the following criteria.

1. Respondents who had been adjudicated delinquent by Juvenile Courts in the Province of Manitoba. The researchers chose adjudicated delinquent subjects in order to fulfill the study's stated objective of ultimately relating the previously stated variables to recidivism.

2. Respondents who had experienced six months or more of the present treatment program. This was to ensure standardization in terms of the totality of experience to which the subjects were exposed.

3. Respondents who had been released prior to April 1, 1970 and, who had been released from the institution for a minimum period of six months. This was to ensure some degree of uniformity with respect to the amount of time each subject was exposed to the post-release situation.

(3) General Methodological Procedure

After this research group decided upon its objectives for study, it was necessary to find appropriate methodology with which we could realize these objectives. The methods used will be the concern of the initial part

of this Chapter. The researchers will discuss both methods separately; firstly, those used to determine a Personality Trait assessment, and secondly, those used to determine the subject's post-release situation.¹

1. Method Used to Determine a Personality Trait Assessment

A Personality Research Form Scale on each of the twenty subjects in our sample was administered to the three judges. Each of the judges filled out the Scale independently and thus we were able to compare their individual assessments of the subjects' personality traits. The subjects' behavior upon admission to and upon release from the treatment institution were measured separately, although the same statements were used for both measures.² The number of statements measuring a given trait was either 3 or 4. Accordingly, the total number of responses from the three judges on any given trait was either 9 (i.e. 3 statements x 3 responses) or 12 (i.e. 4 statements x 3 responses). A Likert five point scale was used to measure these responses. The following scores were used to indicate to what degree a given subject showed a particular

¹As has already been indicated in Chapter I, Recidivism was measured by a question in the interview schedule examining the post-release situation.

²See Appendix III for the Personality Scale used.

trait;

<u>Score</u>		<u>Degree of Behavior</u>
5	=	Always
4	=	Often
3	=	Sometimes
2	=	Seldom
1	=	Never

Therefore, the highest possible scores that a subject could receive from the three judges on any given traits would be either 45, when there were 3 statements in a section [(i.e. 9 responses x 5 ("always" score)] or 60, when there were 4 statements (i.e. 12 responses x 5). We used 45 or 60 as our bases for calculating the overall score on a given personality trait. Percentage tables were drawn up, and we proceeded to calculate an "over-all" percentage score for each personality trait measured. Let us look at an example of the previously stated methodology:

EXAMPLE: The trait being measured is "Affiliation".
The responses given by the 3 judges on
Subject "X's" behavior will be illustrated.

<u>Affiliation</u>	<u>On Admission</u>				<u>On Release</u>			
	Judge I	Judge II	Judge III	Total Responses	Judge I	Judge II	Judge III	Total Responses
1. Enjoys being with friends and people in general.	3(+)	3(+)	3	= 9	3(+)	3(+)	3	= 9
2. Accepts people readily	3	3	4	= 10	3	3	4	= 10
3. Makes efforts to win friendships and maintain associations with people.	3	3	3	= 9	3	3	3	= 9
	28/45				28/45			

$$28/45 \times 100\% = 62.22\%$$

The researchers arbitrarily chose 50% as the mean. Those subjects scoring above 50% on a particular personality trait were considered to significantly show that trait. Those subjects scoring below 50% on a particular trait, were considered not to show that trait significantly.

Thus if we take our example one step further, it may be seen that Subject X's score of 62.22% indicates, for the purpose of this study, that she is significantly high in Affiliation.

2. Method Used to Determine Post-release Situation

Having established which subjects were involved in the research sample, the first step in the methodological procedure of collecting the necessary data was to:

(a) contact the subjects (by telephone or by home visits) to whom the researchers would administer the schedule for the pre-test; this involved four subjects who had been placed in the institution by other agencies, e.g. Children's Aid Society.

(b) contact the twenty subjects who were involved in the final sample (also by telephone or home visit). Four members of the research group functioned as interviewers in order to administer the interview schedule.

The purpose in administering an interview schedule was to obtain factual information regarding the subject's post-release situation, both at the time of her discharge and at the time of the administration of the schedule. In order to obtain this type of information, the researchers formulated an interview schedule that would elicit the necessary information concerning seven main areas of the

subject's post-release situation: living situation, family, education, employment, community participation, after care and reinvolvement with the law. The researchers considered these areas as being the most significant in terms of providing some indication of each subject's activity in her post-release situation.

With respect to the actual administration of the schedule, the interviewer read the statements aloud to the respondent (who also had a copy of the schedule) and she in turn filled out her response, either by circling the appropriate statement which applied to her situation or else, if none applied, she filled in her own answer under the category of "other".

Through the utilization of the interview schedule, the researchers hoped to achieve uniformity in the administration of the schedules and in this way, gain a greater degree of reliability in terms of the findings.¹

(4) Plan of Analysis

As stated earlier, four graphs and various tables were utilized for means of interpretation of data gathered for our study. Here, the researchers will explore the use of the graphs.

Graph A illustrates a comparison of the non-

¹See Appendix for Interview schedule.

non-recidivist group (white line) to the recidivist group (black line) in all fifteen personality traits upon release from the institution. These fifteen personality traits are as follows:

abasement,
achievement,
affiliation,
aggression,
autonomy,
change,
defence,
dominance,
endurance,
exhibition,
harmavoidance,
impulsivity,
play,
social recognition, and
succorance.

What is indicated on the graph is the 6 to 14¹ ratio of those girls above the 50% mean in each personality trait.² Those girls above the mean were grouped according to their respective categories of non-recidivists and recidivists to indicate the comparison.

In interpreting Graph A the researchers will illustrate the difference between the recidivists and

¹To graphically illustrate the ratio of recidivists to non-recidivists the researchers have used a ratio of 1 to 2.33 inches.

²The percentages regarding personality traits have been discussed earlier in this chapter under General Methodological Procedure.

non-recidivists groups on each personality trait.

Graph B(1 to 15) illustrates the percentage of each personality trait at time of admission (black line) and time of release (white line). This is done for each recidivist and non-recidivist subject. Along the horizontal axis are the numbers representing these subjects. Along the vertical axis are the percentages 20 to 100 which indicate the degree of each trait possessed by each respondent.

In interpreting Graph B the researchers will illustrate whether or not analyzed personality traits of every subject change from time of admission to time of release.

Graph C illustrates the comparison of the non-recidivist group (white line) to the recidivist group (black line) in their post-release settings. These settings are divided into five categories as follows:¹

1. living situation
2. education
3. employment
4. participation
5. contact

What is indicated on the graph is the 6 to 14 ratio of the recidivist group to the non-recidivist in their

¹See Appendix IV for complete breakdown of setting schedule).

post-release situations.

In interpreting Graph C the researchers will illustrate the difference between the recidivist and non-recidivist group in each post-release setting.

Graph D illustrates the combination of the dominant¹ personality traits of Graph A and the dominant post-release settings of Graph C. The dominant personality traits of Graph A are as follows:

For recidivist group:

- i. aggression
- ii. dominance
- iii. exhibition

For non-recidivist group:

- i. achievement
- ii. affiliation
- iii. social recognition

The dominant post-release areas of Graph C are as follows:

For recidivist group:

- i. released to institution
- ii. now in institution
- iii. employed now

For non-recidivist group:

- i. released to parents
- ii. released to foster home
- iii. now with parents
- iv. school since Marymount
- v. school now
- vi. chums with group
- vii. contact at discharge

¹Dominant as defined in Chapter IV.

In interpreting Graph D the researchers will illustrate explicitly only the dominant findings from the two areas of our study.

Chapter IV will utilize the methodological procedures and plans of analyses described in this chapter.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF FINDINGS

Chapter IV will be divided into three broad sections, according to our areas of study:

1. .Analysis and Interpretation of Personality Traits
2. Analysis and Interpretation of Post-Release Situation
3. Comparison of Dominant Areas of 1 and 2

1. Analysis and Interpretation of Personality Traits

In this section of Chapter IV, the data on the personality traits will be analyzed. Methodologically, this will be done in two parts. In Part I, all fifteen traits will be individually interpreted, and in Part II, only the dominant traits will be discussed. In Part I, all fifteen traits will be analyzed in terms of Graph A and Graphs B(1-15).¹ For the analysis of each trait there will be a two-step procedure. In the first step, Graph A will be utilized in order to illustrate the difference between the Recidivists and Non-Recidivists on each personality trait.

¹See Appendix I

In the second step, Graphs B(1-15) will be utilized to illustrate whether or not a subject's personality traits changed from the time of her admission to the time of her release.¹

In Part II, the Dominant² personality traits of both the recidivist and non-recidivist subjects are singled out for discussion.

PART I. Individual Personality Trait Analysis

ABASEMENT:

Abasement is a negative personality trait in terms of our definition.

Step 1.

(Please see "Abasement" in Graph A, Appendix).

Graph A indicates that upon their release from the treatment institution, a greater proportion of non-recidivist subjects show the trait of Abasement.

Step 2.

(Please see Graph B₁, Appendix).

¹See Graphs B₁ - B₁₅ in Appendix I.

²Dominant refers to the fact that certain personality traits and post-release aspects were significantly different in strength than others. Examination of Graph A clearly reveals these differences.

TABLE 1

Change in Trait (i.e., after treatment the subject became;)	Non-recidivists (actual number of subjects out of total number of non-recidivists sample) (i.e. "14")	Recidivists (actual number of subjects out of total number of recidivists sample) (i.e. "6")
More Abasive	3	1
Less Abasive	6	0
No Change	5	5

Both Graph B₁ and the above data indicate that from the time of the subject's admission to the Treatment Institution to the time of her release, more non-recidivist subjects changed in Abasement. This change was in a positive direction in that the subjects became less abasive, and thus less "self-belittling", "self-accusing", etc.¹

The data indicates that most of the recidivists showed No Change in Abasement. Thus it is interpreted that the treatment program² had no effect in reducing this negative trait in the recidivist group of subjects.

¹See "Abasement", Definitions, Chapter III.

²For the remainder of Chapters IV and V, Treatment Program will be used synonymously with Totality of Experience.

ACHIEVEMENT:

Achievement is a Positive personality trait in terms of our definition.

Step 1.

(Please see "Achievement" in Graph A, Appendix).

Graph A indicates that upon their release, a greater proportion of non-recidivists show the trait of Achievement.

Step 2.

(Please see Graph B₂, Appendix.)

TABLE 2

Change in Trait	Non-Recidivists	Recidivists
More Achieving	12	4
Less Achieving	0	0
No Change	2	2

Graph B₂ and the data above indicate that both recidivists and non-recidivists "change" in a Positive direction. The subjects as a whole became more achieving, striving, accomplishing, etc.¹ However, the recidivist group changed proportionately less than the non-recidivist group.

¹See "Achievement", Definitions, Chapter III.

Thus, it is interpreted that the treatment program affected the development of Achievement.

AFFILIATION:

Affiliation is a Positive personality trait, according to our definition.

Step 1.

(Please see "Affiliation" in Graph A, Appendix.)

Graph A reveals that all non-recidivist subjects show a high degree of affiliation. It also indicates that a greater proportion of non-recidivist subjects show the trait of Affiliation upon their release from the treatment institution.

Step 2.

(Please see Graph B₃, Appendix)

TABLE 3

Change	Non-Recidivists	Recidivists
More Affiliative	12	4
Less Affiliative	0	0
No Change	2	2

Graph B₃ and the data above indicate that both non-recidivists and recidivists change in a Positive direction in this trait . Thus, the subjects who changed at all in this trait became more "affiliative, neighbourly,

warm, amicable", etc.¹

Accordingly, it is interpreted that the treatment program affected the development of Affiliation in both the non-recidivist and recidivist subjects.

AGGRESSION:

Aggression is a Negative personality trait in terms of our definition.

Step 1.

(Please see "Aggression" in Graph A, Appendix).

Graph A indicates that a greater proportion of the recidivist group show the trait of Aggression when released from the institution.

Step 2.

(Please see Graph B₄ in Appendix).

TABLE 4

Change	Non-Recidivists	Recidivists
More Aggressive	1	0
Less Aggressive	4	4
No Change	9	2

Graph B₄ and the data above indicate that the recidivist group changed proportionately more than that of

¹See "Affiliation", Definitions, Chapter III.

the non-recidivist group. When there was any change in relation to this trait, change was predominantly Positive in that both the recidivist and non-recidivist groups of subjects became less aggressive and thus less "quarrelsome, irritable", etc.¹

However, it can be noted that the majority of subjects did not change at all on this trait. Thus it is interpreted that the treatment program does not significantly reduce the personality trait of Aggression.

AUTONOMY:

Autonomy is a Negative personality trait in terms of our definition.

Step 1.

(Please see "Autonomy" in Graph A, in Appendix.)

Graph A indicates that all recidivists show high degree of autonomy. It also illustrates that upon their release from the institution, a greater proportion of recidivists show the trait of autonomy.

Step 2.

(Please see Graph B₅ in Appendix).

¹See "Aggression", Definitions, Chapter III.

TABLE 5

Change	Non-Recidivists	Recidivists
More Autonomous	0	0
Less Autonomous	13	6
No Change	1	0

Graph B₅ and the data above indicate that there was considerable change for both non-recidivist and recidivist subjects. This change was totally in a Positive direction in that the subjects on the whole became less autonomous, i.e., less "unmanageable, free", etc.¹

Thus, it is interpreted that the treatment program leads to the reduction of this negative personality trait.

CHANGE:

Change is a Negative personality trait in terms of our definition.

Step 1.

(Please see "Change" in Graph A, in Appendix).

Graph A indicates that all the recidivists and non-recidivist subjects show a high degree of this personality trait, and that there is no proportional difference between the two groups upon their release from the institution.

¹See "Autonomy", Definitions, Chapter III.

Step 2.

(Please see Graph B₆ in Appendix).

TABLE 6

Change (i.e., variation in the personality trait of change, from time of admission to the time of release)	Non-Recidivist	Recidivist
More Change	4	1
Less Change	1	1
No Change	9	4

Graph B₆ and the data above indicate that there was little variation in both the non-recidivist and recidivist groups in the personality trait of Change. When variation did occur, it was mainly in a negative direction (i.e., the subject became more "changing, inconsistent, fickle", etc.¹ The non-recidivists more particularly show this negative variation in this personality trait.

Thus, it is interpreted that the treatment program does not reduce the incidence of this negative trait.

DEFENCE:

Defence is a Negative trait according to our definition.

¹See "Change", Definitions, Chapter III.

Step 1.

(Please see Defence" in Graph A, Appendix).

As indicated in Graph A a proportionately greater number of recidivists showed the trait of defence upon release from the institution. All the recidivists showed a high degree of defence.

Step 2.

(Please see Graph B₇ in Appendix).

TABLE 7

Change	Non-recidivists	Recidivists
More Defending	1	1
Less Defending	12	4
No Change	1	1

Graph B₇ and the above data indicate that there was considerable change for both the recidivist and non-recidivists subjects from time of admission to the time of release. This change was in a Positive direction, i.e., the subjects became less "defendent, self-protective, justifying, defensive."¹

Thus it is interpreted that the treatment program has an effect in dissipating this negative trait.

¹See "Defence," Definitions, Chapter III.

DOMINANCE:

Dominance is a Negative trait in terms of our definition.

Step 1.

(Please see "Dominance" in Graph A, Appendix).

Graph A indicates that a dramatically greater proportion of non-recidivists showed the trait of Dominance, upon their release from the institution.

Step 2.

(Please see Graph B₈ in Appendix).

TABLE 8

Change	Non-Recidivists	Recidivists
More Dominant	5	2
Less Dominant	4	0
No Change	5	4

Graph B₈ and the data above indicate that although it can be observed that change in this trait occurs in both groups of subjects, this change is scattered in that it occurs in both directions.

Thus, it is interpreted from the above that the treatment program does not significantly reduce this negative trait.

ENDURANCE:

Endurance is a Positive personality trait in terms of our definition.

Step 1.

(Please see "Endurance," Graph A)

Graph A indicates that upon release, a greater proportion of recidivists show this personality trait.

Step 2.

(Please see Graph B₉).

TABLE 9

Change in Trait	Non-Recidivists	Recidivists
More Enduring	13	4
Less Enduring	0	0
No Change	1	2

Graph B₉ and the data above indicate that proportionately more non-recidivists changed in this trait, from the time of admission to the time of release. However, in both groups of subjects, when there was any change, the change was in a Positive direction--i.e., the subject's became more "enduring, persistent, determined", etc.¹

Thus it is interpreted that the treatment program tends to increase the development of this positive trait.

¹See "Endurance," Definitions, Chapter III.

EXHIBITION:

Exhibition is a Negative personality trait in terms of our definition.

Step 1.

(Please see "Exhibition", Graph A).

Graph A indicates that upon their release from the institution, a greater proportion of recidivists show this trait.

Step 2.

(Please see Graph B₁₀).

TABLE 10

Change in Trait	Non-Recidivists	Recidivists
More Exhibitive	4	1
Less Exhibitive	2	1
No Change	8	4

The above data and Graph B₁₀ indicate that there was little change in this personality trait for both the non-recidivist and recidivist groups of subjects, upon their release. Again, it can be observed, this time in relation to Exhibition, that change occurs in both groups of subjects, but is scattered in both directions. However, change is not significant in either direction.

Thus, it is interpreted that the treatment program does not significantly reduce this negative personality trait.

HARMAVOIDANCE:

Harmavoidance is a Negative trait in terms of our definition.

Step 1.

(Please see "Harmavoidance," Graph A).

Graph A indicates that upon their release from the treatment institution, a greater proportion of recidivists show the personality trait, Harmavoidance..

Step 2.

(Please see Graph B₁₁).

TABLE 11

Change in Trait	Non-Recidivists	Recidivists
More Harmavoidance	2	1
Less Harmavoidance	0	0
No Change	12	5

The data above and Graph B₁₁ indicate that there was little change for both non-recidivist and recidivist subjects, from the time of admission to the time of release. It can be observed that when change did take place, the personality trait was altered in a Negative direction--i.e. those subjects who changed became more "fearful, withdrawing from danger, apprehensive,"¹ etc.

Thus, it is interpreted that the treatment program allowed for little reduction of this negative trait.

¹See "Harmavoidance," Definitions, Chapter III.

IMPULSIVITY:

Impulsivity is a Negative trait in terms of our definition.

Step 1.

(Please see "Impulsivity," Graph A).

Graph A indicates that upon release from institution, a greater proportion of recidivists showed the trait of impulsivity.

Step 2. (Please see Graph B₁₂)

TABLE 12

Change in Trait	Non-Recidivists	Recidivists
More Impulsive	9	0
Less Impulsive	2	4
No Change	3	2

The data above and Graph B₁₂ indicate that more non-recidivists changed from the time of admission to the time of release. The change that did occur was in a negative direction for the non-recidivist subjects. Thus, the non-recidivists subjects became more "hasty, rash, uninhibited,"¹ etc.. On the other hand, all the recidivists who changed became less impulsive, and thus changed in a positive direction.²

It is interpreted then that when the total sample (i.e., both groups of subjects) are considered together, the treatment program has some small effect in reducing this negative trait.³

¹See "Impulsivity," Definitions, Chapter III.

²2 4/6 became less impulsive. This will be further interpreted in Chapter V.

³3 6/20 became less impulsive.

PLAY:

Play is a Positive personality trait in terms of our definition.

Step 1.

(Please see "Play", Graph A).

Graph A indicates that a greater proportion of recidivists show the personality trait of "play" upon their release from the institution.

Step 2.

(Please see Graph B₁₃).

TABLE 13

Change in Trait	Non-Recidivists	Recidivists
More Playful	10	4
Less Playful	0	0
No Change	4	2

The data above and Graph B₁₃ indicate that there was considerable change for both the non-recidivist and recidivist groups from the time of admission to the time of release. This change was in a totally Positive direction--i.e., those who changed at all became more "jovial, merry, frivolous,"¹ etc.

Thus, it may be interpreted that the treatment program provides for the development of this positive trait.

¹See "Play," Definitions, Chapter III.

SOCIAL RECOGNITION:

Social Recognition is a Positive trait in terms of our definition.

Step 1.

(Please see "Social Recognition," Graph A).

Graph A indicates that upon their release from the institution, a greater proportion of non-recidivists show the trait of Social Recognition.

Step 2.

(Please see Graph B₁₄)

TABLE 14

Change in Trait	Non-Recidivists	Recidivists
More Social Recognition	9	2
Less Social Recognition	0	0
No Change	5	4

The data above and Graph B₁₄ indicate that there was more change for the non-recidivist subjects from the time of admission to the time of release. This change was in a totally Positive direction--i.e., those who changed at all became more "proper, well-behaved, approval-seeking,"¹ etc.

Thus, it may be interpreted that the treatment program enhances the development of this Positive trait.

¹See "Social Recognition," Definitions, Chapter III.

SUCCORANCE:

Succorance is a Positive trait in terms of our definition.

Step 1.

(Please see "succorance," Graph A).

Graph A indicates that a greater proportion of non-recidivists show this personality trait upon their release from the institution.

Step 2.

(Please see Graph B₁₅).

TABLE 15

Change in Trait	Non-Recidivists	Recidivists
More Succorant	13	4
Less Succorant	0	0
No Change	1	2

The data above and Graph B₁₅ indicate that there was considerable change for both the non-recidivist and recidivist groups from the time of admission to the time of release. The change that did occur was in a Positive direction for both groups--i.e., those who changed became more "trusting, ingratiating, dependent,"¹ etc.

Thus, it may be interpreted that the treatment enhances the development of this positive trait.

¹See "Succorance," Definitions, Chapter III.

Part II. General Analyses and Interpretation of Personality Traits

Our data reveals that the recidivist subjects can be distinguished from the non-recidivist subjects in Dominant personality characteristics. The latter was determined by the method of Inspection of Personality Graph A.¹

The Dominant Traits² of the non-recidivists are as follows:

1. Achievement
2. Affiliation
3. Social Recognition

The Dominant Traits³ of the recidivists are as follows:

1. Aggression
2. Dominance
3. Exhibition

It is significant to note that each of the dominant traits of the non-recidivists had been evaluated previously as being Positive in terms of our definitions.⁴ The opposite was found in the recidivist group of Dominant traits, i.e.,

¹See Chart A, Appendix

²"Dominant Traits" in this context refers to the fact that considerably more non-recidivists show these traits extensively.

³"Dominant Traits" in this context refers to the fact that considerably more recidivists show these traits extensively.

⁴See Definitions, Chapter III.

each of these traits were evaluated as being Negative.

All of the six traits are "Other-Directed". By Other-Directed we refer to the fact that they indicate some type of social contact, either in a Positive or Negative sense. All of the six traits also indicate a "personality means" of attaining environmental control, again either in a Positive or Negative way.

The non-recidivist group controls their environment in a Positive way. This may be explained in terms of the following reasons. Some may be merely accomodating to societal standards, while others integrally value these positive means of relating to their environment.

The recidivist group controls their environment in a Negative way: they relate to it in a hostile attacking way. Possible explanations for this are for examples, their repeated frustrations in their attempts to relate to their environment, or in terms of their displaced aggression, i.e., the recidivist tends to displace her aggression from the appropriate to an inappropriate source.

2. Analysis and Interpretation of Post-release Situation.

In this section the data on the post-release factors will be analyzed. As in the analysis of personality traits, there will be two parts, the first being an illustration of differences between the recidivists and non-recidivists on each post-release area. In part two,

only the dominant post-release areas will be discussed. Both Parts 1 and 2 will be analyzed in terms of Graph C (see Appendix) as well as the tables accompanying each section.

TABLE 16
Post-Release Areas

Recidivists	Non-Recidivists
Greater No:	Greater No:
released to boarding home	released to parents
released to institution	released to foster home
now in boarding home	released to boarding
now in institution	school
now in own home	released to girl's
employed now	residence
contact with agency now	now in parental home
	now in relatives home
	now in boarding school
	school since Marymount
	School now
	participates in commun-
	ity activities
	chums with group
	contact with agency at
	discharge

As Graph C (see Appendix) and Table 16 indicate, more recidivists were released to boarding homes and correctional institutions while more non-recidivists were released to parents, foster home, boarding school, and girls' residence. At the time of the study more recidivists were living in boarding homes, institutions, own home (with

husband), whereas more non-recidivists were living with parents, relatives, and boarding schools.

At the time of the study, more recidivists both were attending school and had attended at some time since being discharged from Marymound School. More non-recidivists participated in both formal and informal community activities. More non-recidivists had contact with helping agencies at the time of discharge while more recidivists had contact at the time of the study.

TABLE 17

Dominant Post-Release Areas

Recidivists	Non-Recidivists
Greater No:	Greater No:
released to institutions	released to parents
now in institutions	released to foster homes
employed now	now in parental home
	school since Marymound
	School now
	chums with group
	contact with agency at
	discharge

As Graph C indicates certain areas of the post-release situation were more dominant (see Table 17 above). For the recidivist group the dominant placement was the correctional institution while for the non-recidivists it was parents and foster homes.

The research group saw both parental and foster homes as being more personalized, more supportive, and controlling in a positive sense. The correctional institution was seen as being more impersonal, more outwardly controlling, that is, in a negative sense.

While parental homes may not have been available to some recidivists (e.g., wards), by the researchers' judgment a comparable placement could have been found in a foster home. This situation will be explained later when relating the post-release to the personality traits.

The differences in the areas of school for the non-recidivist subjects and in the area of employment for the recidivists mentioned earlier, were seen as dominant. The researchers saw school as being more socially sanctioned for girls of this age (15 - 18) than employment, as well as showing more self-directiveness. In addition, it was felt that school was more supportive and personalized than employment (mainly factory work).

Participation in informal community activities was dominant for the non-recidivist subjects. This was seen as indicating group support and social interaction, both socially sanctioned concepts.

The non-recidivists were dominant in the number that had contact with helping agencies upon discharge. This was felt to be consistent with other supportive aspects of their post-release.

3. Comparison of Dominant Areas of 1 and 2

In this section, the dominant areas of personality will be discussed in conjunction with the dominant areas of post-release.

TABLE 18

Dominant Personality Traits and Dominant Post-Release Areas

Recidivists	Non-Recidivists
aggression - released to inst.	achievement - released
exhibition - now in institution	to parents
dominance - employed now	affiliation - released to
	foster homes
	social - now in paren-
	recognition tal home
	- school since
	Marymount
	School now
	- chums with
	group
	- contact with
	agency at
	discharge

As indicated in the earlier discussion on personality traits, those traits dominant for recidivists were aggression, exhibition and dominance. The dominant areas of post-release for recidivists were institutions and employment.

In the same way that these dominant personality traits were seen as being both controlling and other-directed in a negative sense, so too the dominant post-

release areas were seen as being negatively sanctioned.

The individual with these dominant personality traits may require the continuing physical controls of a treatment institution, thus leading to a situation likely to increase the likelihood of becoming recidivist. Similarly, these dominant traits could make it difficult to function in a personalized setting such as a school whereas possible to function in employment where less social contact is required. This same difficulty could be present in a foster home which could explain why some recidivists were not placed in a foster home when a parental home was not available.

The dominant personality traits for the non-recidivists were achievement, affiliation and social recognition. The dominant areas of post-release for non-recidivists were placement in parental or foster homes, school attendance, informal community participation, and contact with helping agencies at discharge.

In the same way that these dominant personality traits were seen as being both controlling and other-directed in a positive sense, so too the dominant post-release areas were seen as being positively sanctioned. These personality traits indicate social interaction which is required in the dominant post-release areas for this group. The achievement trait is particularly reflected in

the high incidence of school attendance, as is the trait of affiliation reflected in the dominance of subjects who tend to interact in a group.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter will begin with a brief summary of the research project followed by the study's conclusions. The latter will be stated in the form of answers to the questions posed in Chapter I.¹ Chapter V will end with recommendations derived from these conclusions.

SUMMARY

In an Exploratory Study, the researchers have endeavoured to relate fifteen personality traits and aspects of the post-release situation to recidivism, in a sample of twenty subjects from Marymound School. A further aspect considered was the totality of experience in its relation to change in a subject's personality traits. With the aids of a Standardized Personality Scale and a Post-Release Interview Schedule, a personality trait assessment and a factual report of the subject's post-release situation were derived. Results were tabulated and illustrated graphically.

¹See Chapter I, page 2.

CONCLUSIONS¹

- I. Is there any possible relationship between the totality of experience and recidivism?

The data reveals that the treatment program does not appear to reduce the Negative traits of Exhibition, Dominance, and Aggression for either the recidivist or non-recidivist groups. However, the non-recidivist group shows a low degree of these negative traits upon release. Therefore, it is to be expected that the treatment program does not and should not further reduce these traits.²

In contrast, although the recidivist subjects showed a high degree of these negative traits, it is significant to note that the treatment program did not reduce these traits, although a reduction in their incidence might prove beneficial.

For the positive traits, the data shows that the treatment program develops the positive personality traits of Social Recognition, Affiliation, and Achievement for both non-recidivist and recidivist subjects. However the non-recidivist group shows a high degree of these positive traits upon their release from institution, and thus it can be concluded that the treatment program had a

¹Many of the conclusions (i.e., Results) derived from the findings have already been discussed in Chapter IV. Therefore, only those the researchers consider most significant will be stated here.

²It is a recognized fact that all well adjusted persons exhibit these traits moderately. Consequently, any trait exhibited at either extreme may be indicative of some form of pathology.

considerable effect on this group. Although the recidivist group changed in a positive direction on these traits, they still exhibited a lower degree of the traits than did the non-recidivists. The treatment program does not affect as significantly the development of these positive traits for the recidivist group.

In Chapter IV the distinction between the dominant personality traits of the recidivist and non-recidivist subjects was noted. It was also noted that the "totality of experience" in the institution either developed or diminished these dominant traits. However this study does not demonstrate conclusively that there is an ultimate relationship between totality of experience and recidivism. This area requires further research.

II. Is there any possible connection between certain personality traits and recidivism?

The findings indicate that there is a distinction between the dominant personality traits of the recidivist and non-recidivist subject groups. The recidivist subjects exhibit the following Negative personality traits: Exhibition, Dominance, and Aggression. The non-recidivist subjects exhibit the following Positive personality traits: Social Recognition, Affiliation, and Achievement. Although the two populations are distinguished by distinct differences in their dominant personality traits, this study did not conclusively demonstrate any ultimate connection

between these personality traits and recidivism. This too is a possible area for further study.

III. Is there a possible connection between the post-release situation and recidivism?

The data reveals that the non-recidivists subjects were generally found in personalized, supportive, and positively controlling settings. These settings would appear to be conducive to non-recidivism in that they foster social interaction and are characterized by positive other-directed behavior. According to the data, the recidivists are generally found in impersonal, negatively controlling settings. These settings would appear to be conducive to recidivism in that they foster isolation and are characterized by negative other-directed behavior.

The researchers conclude that the element of support found in the post-release situation for the non-recidivists is conducive to the retention of the positive gains made in the institution. These enable the non-recidivists to function more successfully in the outside world, an environment in which they had experienced excessive difficulties prior to admission to the institution.¹

Again, this study has not conclusively illustrated

¹This conclusion is supported by a similar research study. See, Knowles' Follow-Up Study, University of Manitoba Thesis, 1968, p. 52.

a definite connection between the post-release situation and recidivism. However, the data reveals that there is a strong relationship between these two factors.

IV. Is there a possible conjoint relationship between the personality traits and the post-release situation in terms of recidivism?

There are no similarities between non-recidivist and recidivist subjects either in terms of dominant personality Traits, or in terms of dominant post-release aspects. A subject with positive dominant personality traits tends to be released to a post-release situation (i.e., a supportive environment) in which these positive traits are enhanced. Ultimately, in terms of the findings of this study, we conclude that this particular combination may possibly lead to non-recidivism. Similarly, a subject with dominant negative personality traits tends to be released to non-supportive post-release situations in which their personality traits are also reinforced. In this instance, we conclude similarly that this particular combination may possibly lead to recidivism. Thus, our conclusions indicate that there is a possible conjoint relationship between the dominant personality traits and the dominant aspects of the post-release situation in relation to recidivism.

RECOMMENDATIONS

1. This study has revealed that the totality of experience at Marymound School has tended to enhance the development of the dominant positive Personality Traits in the non-recidivist subjects. However, it did not seem to effect the diminishment of the dominant negative traits in the recidivist subjects significantly. Since there may be a relationship between these dominant traits and recidivism, we recommend that the treatment program concentrate on the reduction of these negative traits.

2. This study revealed that a personalized supportive post-release situation may be a factor in reducing recidivism. We would recommend therefore, that if it is within the realms of possibility, all subjects should be discharged to personalized supportive settings. We would further recommend that the institution do a comprehensive assessment of this setting, prior to the girl's discharge, and also do periodic follow-up in order to determine the effect of the setting upon a subject. This recommendation may be embodied in the form of a half-way house, which would provide support for the subjects immediately upon their release. In this way the ties to Marymound would not be severed so suddenly and so completely.

A corollary to this recommendation may be the

further involvement of parents in the treatment program ultimately to improve family relationships and situations, and thus to help them providing the type of post-release situation which would complement developments produced in the treatment institution.

3. Finally, since this was an exploratory study involving a small sample of subjects, conclusions are tentative. We therefore recommend that scientific research be carried out to substantiate and validate the findings relating personality traits and the post-release situations to recidivism, and to examine implications for institutional treatment planning.

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APPENDIXES

APPENDIX III

INSTRUCTIONS

Choose the most suitable response from the five alternatives indicated at the top of each page. This should be done for the girl both on her admission and on her release (i.e., the first release subsequent to the new treatment program). When indicating the number corresponding to the most appropriate of the following statements, circle your chosen response. Answer all statements.

PERSONALITY RESEARCH FORM SCALES

106

On Admission

On Release

5
Always

4
Often

3
Sometimes

2
Seldom

1
Never

(1) the girl in question:

5 4 3 2 1

(a) shows a high degree of humility 5 4 3 2 1

5 4 3 2 1

(b) accepts blame and criticism 5 4 3 2 1
even when not deserved

5 4 3 2 1

(c) exposes herself to situations 5 4 3 2 1
where she is in an inferior
position

5 4 3 2 1

(d) tend to be self-effacing 5 4 3 2 1

(2) the girl in question:

5 4 3 2 1

(a) aspires to accomplish 5 4 3 2 1
difficult tasks

5 4 3 2 1

(b) maintains high standards and 5 4 3 2 1
is willing to work toward
distant goals

5 4 3 2 1

(c) responds positively to 5 4 3 2 1
competition

5 4 3 2 1

(d) willing to put forth effort 5 4 3 2 1
to attain excellence

(3) the girl in question:

5 4 3 2 1

(a) enjoys being with friends and 5 4 3 2 1
people in general

5 4 3 2 1

(b) accepts people readily 5 4 3 2 1

5 4 3 2 1

(c) makes efforts to win friend- 5 4 3 2 1
ships and maintain associa-
tions with people

On AdmissionOn Release5
Always4
Often3
Sometimes2
Seldom1
Never

(4) the girl in question:

5 4 3 2 1	(a) enjoys combat and argument	5 4 3 2 1
5 4 3 2 1	(b) easily annoyed	5 4 3 2 1
5 4 3 2 1	(c) willing to hurt people to get her way	5 4 3 2 1
5 4 3 2 1	(d) may seek to "get even" with people whom she perceives as having harmed her	5 4 3 2 1

(5) the girl in question:

5 4 3 2 1	(a) tries to break away from restraints, confinement, or restrictions of any kind	5 4 3 2 1
5 4 3 2 1	(b) enjoys being unattached, free, not tied to people, places or obligations	5 4 3 2 1
5 4 3 2 1	(c) rebellious when faced with restraints	5 4 3 2 1

(6) the girl in question:

5 4 3 2 1	(a) likes new and different experiences	5 4 3 2 1
5 4 3 2 1	(b) dislikes routine and avoids it	5 4 3 2 1
5 4 3 2 1	(c) changes opinions or values in different circumstances	5 4 3 2 1
5 4 3 2 1	(d) adapts to changes in environ- ment	5 4 3 2 1

On AdmissionOn Release

5
Always

4
Often

3
Sometimes

2
Seldom

1
Never

(7) the girl in question:

5 4 3 2 1

(a) suspects that people mean
her harm or are against her

5 4 3 2 1

5 4 3 2 1

(b) ready to defend herself at
all times

5 4 3 2 1

5 4 3 2 1

(c) takes offense easily

5 4 3 2 1

5 4 3 2 1

(d) does not accept criticism
readily

5 4 3 2 1

(8) the girl in question:

5 4 3 2 1

(a) attempts to control her
environment and to influ-
ence or direct other people

5 4 3 2 1

5 4 3 2 1

(b) expresses opinions forcefully

5 4 3 2 1

5 4 3 2 1

(c) enjoys the role of leader and
may assume it spontaneously

5 4 3 2 1

(9) the girl in question:

5 4 3 2 1

(a) willing to work long hours

5 4 3 2 1

5 4 3 2 1

(b) does not given up quickly on
a problem

5 4 3 2 1

5 4 3 2 1

(c) persevering, even in the
face of great difficulty

5 4 3 2 1

5 4 3 2 1

(d) patient and unrelenting in
her work habits

5 4 3 2 1

On AdmissionOn Release5
Always4
Often3
Sometimes2
Seldom1
Never

(10) the girl in question:

5 4 3 2 1	(a) wants to be the center of attention	5 4 3 2 1
5 4 3 2 1	(b) enjoys having an audience	5 4 3 2 1
5 4 3 2 1	(c) engages in behaviour which wins the notice of others	5 4 3 2 1
5 4 3 2 1	(d) enjoys being dramatic or witty	5 4 3 2 1

(11) the girl in question:

5 4 3 2 1	(a) does not enjoy exciting activities, especially if danger is involved	5 4 3 2 1
5 4 3 2 1	(b) avoids risk of bodily harm	5 4 3 2 1
5 4 3 2 1	(c) seeks to maximize personal safety	5 4 3 2 1

(12) the girl in question:

5 4 3 2 1	(a) tends to act on the "spur of the moment" and without deliberation	5 4 3 2 1
5 4 3 2 1	(b) gives vent readily to feelings and wishes	5 4 3 2 1
5 4 3 2 1	(c) speaks freely	5 4 3 2 1
5 4 3 2 1	(d) volatile in emotional expression	5 4 3 2 1

On AdmissionOn Release5
Always4
Often3
Sometimes2
Seldom1
Never

(13) the girl in question:

- | | | |
|-----------|---|-----------|
| 5 4 3 2 1 | (a) does many things "just for fun" | 5 4 3 2 1 |
| 5 4 3 2 1 | (b) spends a good deal of time participating in games, sports social activities, and other amusements | 5 4 3 2 1 |
| 5 4 3 2 1 | (c) enjoys jokes and funny stories | 5 4 3 2 1 |
| 5 4 3 2 1 | (d) maintains a light-hearted, easy-going attitude toward life | 5 4 3 2 1 |

(14) the girl in question:

- | | | |
|-----------|---|-----------|
| 5 4 3 2 1 | (a) desires to be held in high esteem by acquaintances | 5 4 3 2 1 |
| 5 4 3 2 1 | (b) concerned about reputation and what other people think of her | 5 4 3 2 1 |
| 5 4 3 2 1 | (c) works for approval and recognition of others | 5 4 3 2 1 |

(15) the girl in question:

- | | | |
|-----------|---|-----------|
| 5 4 3 2 1 | (a) seeks the sympathy, protection, love, advice, and reassurance of other people | 5 4 3 2 1 |
| 5 4 3 2 1 | (b) feels insecure or helpless without such support | 5 4 3 2 1 |
| 5 4 3 2 1 | (c) confides difficulties readily to a receptive person | 5 4 3 2 1 |

1. Living Situation:

1. Where did you go to live when you were released from Marymount? Circle one.

(a) with parents
(b) foster home
(c) group foster home
(d) halfway house
(e) with relatives
(f) apartment - alone or with friends
(g) boarding home
(h) girls' residence
(i) other. Explain _____

2. How long were you there? _____

3. How many different homes have you been in since then? _____

4. Where are you living now?

(a) with parents
(b) foster home
(c) group foster home
(d) halfway house
(e) with relatives
(f) apartment - alone or with friends
(g) boarding home
(h) with husband (including common-law)
(i) girls' residence
(j) other. Explain _____

II. Family:

5. Are you married? (Married includes separated, married, common-law. Single includes divorced, single, widowed.) _____

IF ANSWER TO #5 IS NO LEAVE OUT QUESTIONS 6,7 & 8

6. How long have you been married? _____

7. Is your husband living with you now? _____

8. Do you and your husband have common interests and friends? _____

9. Do you have any children?

10. How many? _____

11. How many of them live with you? _____

III. Education:

12. Are you attending school or taking any classes or training? _____

IF YES ANSWER # 13; IF NO ANSWER # 14.

13. What courses are you taking?

- (a) elementary school (grades 1 - 6)
- (b) special education
- (c) upgrading
- (d) occupational entrance
- (e) commercial
- (f) vocational
- (g) general
- (h) matriculation
- (i) university
- (j) other. Explain _____

14. Did you attend school since leaving Marymound? _____

IF NO OMIT QUESTIONS 15, 16 & 17.

15. How many months after your release from Marymound did you start school? _____

16. For how long did you attend? _____

17. Why did you stop attending school?

- (a) completion of course
- (b) to take up employment
- (c) financial problems
- (d) marriage
- (e) asked to leave
- (f) health
- (g) dissatisfaction with school
- (h) by choice
- (i) other. Explain _____

IV. Employment:

18. Are you working now? _____

IF YES:

19. What is your job? _____

20. How many other jobs have you held since your release from Marymound? _____

21. If you have held previous jobs since being released, why did you leave them?

- (a) to attend school
- (b) marriage
- (c) dissatisfaction with the job
- (d) laid off
- (e) asked to leave
- (f) leaving the area
- (g) health
- (h) by choice
- (i) other. Explain. _____

IF NO?

22. How many months ago were you last working? _____

23. What was your job? _____

24. How many months did you hold it? _____

25. Why did you leave it?

- (a) to attend school
- (b) marriage
- (c) dissatisfaction with the job
- (d) laid off
- (e) asked to leave
- (f) leaving the area
- (g) health
- (h) by choice
- (i) other. Explain _____

26. What is your source of financial support? _____

V. Community Participation:

27. Do you participate in any organized community activities? _____

IF YES:

28. What kinds of activity?

- (a) youth activity groups (e.g., Y)
- (b) religious
- (c) cultural (e.g., Indian Metis Friendship Centre)
- (d) Volunteer (e.g., visiting old people)
- (e) other. Explain _____

29. Do you have one close friend? (boy or girl) _____

30. Do you chum around with a group? _____

VI. After Care:

31. After your release from Marymound did you have contact with any other helping agencies? (e.g. Children's Aid) _____

32. How often did you have contact?

- (a) daily
- (b) weekly
- (c) bi-monthly
- (d) monthly
- (e) yearly
- (f) whenever necessary
- (g) other. Explain _____

33. What kind of contact?

- (a) telephone
- (b) personal
- (c) other. Explain _____

34. What kind of help was given?

- (a) material (money, clothing)
- (b) counselling
- (c) other. Explain _____

35. Do you have any contact at present with any agency? _____

VII. Reinvolvement:

36. Since you left Marymound have you been involved with the law to the extent that you appeared in court? _____

37. What was the outcome of your court appearance?

- (a) conviction
- (b) non-conviction